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ABSTRACT

The guide is the second in a two-volume series designed to provide volunteer tutors of English as a Second Language (ESL) with skills and knowledge to individualize curricula and instruction. It is intended for the ongoing training of tutors of adults with limited literacy and English language skills. Each chapter presents a specific student-centered learning strategy or concept useful in conducting learner-centered instruction, developing or implementing curriculum, and/or assessing student needs. Chapter topics include: improving pronunciation skills; designing a survival skills unit concerning health care; the interrogative taught as a skill to assist beginning students in language use outside the classroom; using oral histories to promote literacy skills; using the newspaper with ESL students; and preparing the student for employment. A final report of the project is appended to the guide. (MSE) (Adjunct ERIC Clearinghouse on Literacy Education)

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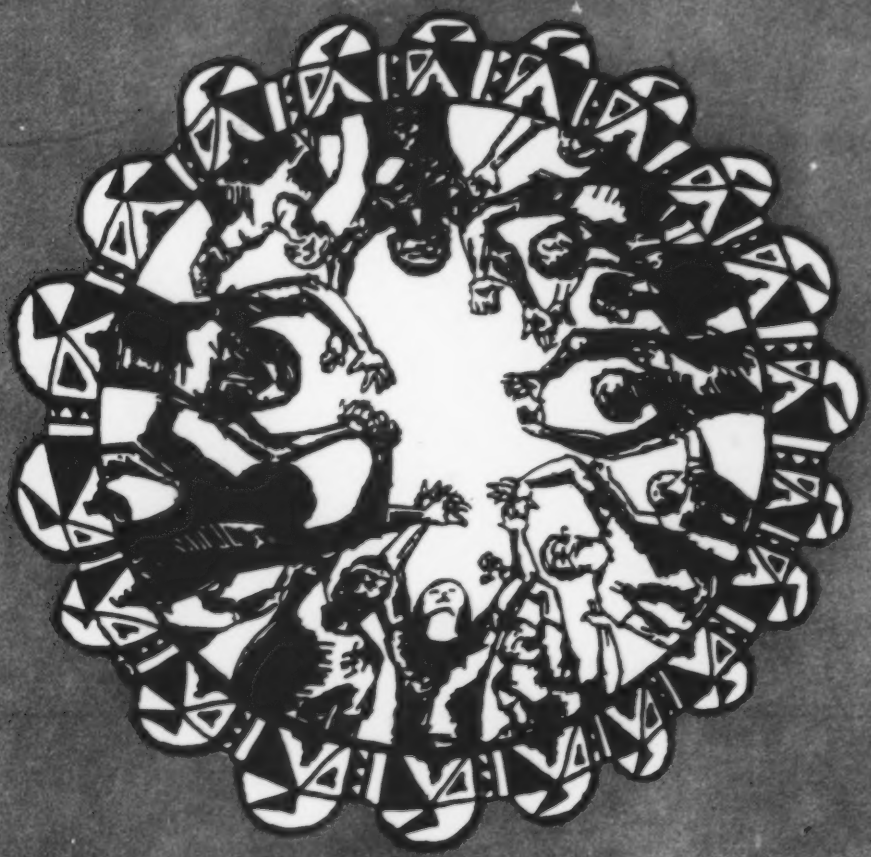
HAND IN HAND

Skills Activities for Tutors and Students



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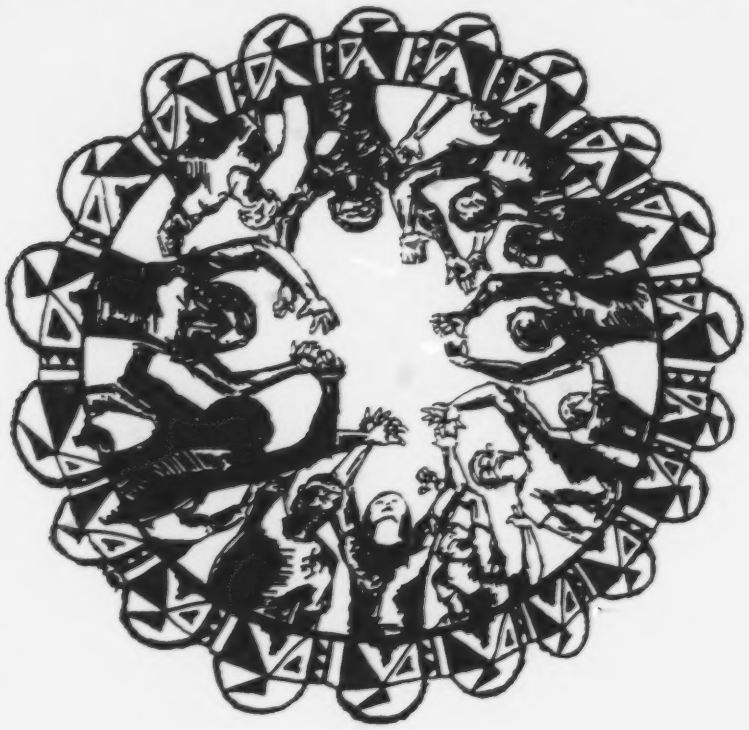

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Acknowledgments and Dedication

I would like to express my appreciation to all those who collaborated on ***Hand in Hand: Skills Activities for Tutors and Students*** during the past 12 months:

Jonna Detweiler of LCFS for her continuing commitment to immigrants and refugees and her insightful contributions to this resource.

Elsie Bueno of International Friendships and Marcia Mendez of the Delaware County Literacy Council for understanding the value of cooperation and agreeing to collaborate on this handbook.

Alison Roberts, whose name unfortunately does not appear on the front cover due to my error, for persevering these last three years and leaving us with a written reminder of why she will be missed.

Harry Ringel, as always, for his invaluable assistance in planning, editing and composing ***Hand in Hand.***

A Guide for the Volunteer Tutor and ***Hand in Hand***
are dedicated
to
Levi Beahm

JJB

INTRODUCTION

Hand in Hand: Skills Activities for Tutors and Students is the second in a two-volume series developed by Lutheran Children and Family Service (LCFS) to provide volunteers with the basic skills and knowledge required to become effective tutors of English as a Second Language.

The first volume, ***A Guide for the Volunteer Tutor***, was published and distributed in 1993, also through a Section 353 grant from the United States Department of Education and the Pennsylvania Department of Education. The purpose of this initial tutor training resource was to provide first-time volunteers with some introductory training in cultural sensitivity, student assessment, teaching techniques, lesson planning and ESL methodology; in addition, it formed the core of a comprehensive 12-hour ESL Tutor Training Program which LCFS has implemented over the past 24 months.

Hand in Hand takes the concept of comprehensive tutor training a step further: it addresses the need for periodic ongoing training, as well as structured support, for volunteer tutors and teachers who have

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received some initial training and begun working with low-level literate and illiterate adult students of limited English proficiency.

Each chapter of ***Hand in Hand*** consists of a specific learning strategy or concept comprising a variety of learner-centered teaching techniques which have proved effective with recent immigrants. Each chapter is designed to be used independently as the primary focus of a three to four-hour Tutor Training Workshop. Used quarterly in a Tutor Training Program, ***Hand in Hand*** provides for at least 18 months of continued training and support; workshops will enable tutors to utilize the basic teaching techniques and ESL methodology which they have mastered during initial training with greater confidence and creativity. In addition, tutors will be encouraged to look at the learning process as an integrated whole -- language and literacy skills are developed as the student's awareness of self and society increases.

LCFS has determined that ongoing training and support are especially critical and appropriate during the initial four to six months after the tutor-student match has been made. Without structured support and continued training, many tutor-student matches fail to flourish or quickly dissolve. It is hoped that the ongoing training and structured support offered by this resource will lead to an increase in tutor-student retention and satisfaction and, subsequently, a decrease in the number of failed tutor matches.

In summary form, the functions of ***Hand in Hand*** are as follows: 1) to further enable tutors to further master and integrate learner-centered ESL techniques and methodology; 2) develop and implement curricula appropriate for low-level limited English proficient adults;

and 3) assess and address the specific literacy and personal needs of the student.

1. Learner-Centered Instruction

The teaching techniques and ESL methodology presented in ***A Guide for the Volunteer Tutor*** reinforce educational materials and curriculum which are relevant to the student's life. This strategy is termed "learner-centered instruction" because the content of tutoring is determined by what the student wants and needs to learn, not by the arbitrary decisions of the tutor or the units of a particular textbook.

The tutor must assist the student in establishing realistic goals and in interpreting his or her needs; the actual lesson plan and competencies to be learned are grounded in these needs and goals. Learner-centered instruction increases motivation because the student has played a role in deciding what is to be taught; it focuses on meaningful skills and competencies; and it is directly applicable to the student's life.

2. Development and Implementation of Curricula

The tutor training methodology of both ***A Guide for the Volunteer Tutor*** and ***Hand in Hand*** is based on a simple premise made by many ESL teachers. Much like beginning level ESL students, first-time tutors are introduced to a variety of unfamiliar concepts and rules which they must memorize and practice. While they may be able to comprehend these concepts and put them into practice, beginning tutors, like beginning ESL students, are frequently unable to use what they have learned creatively. ESL students, as well as ESL tutors, are able to use what they have learned in a creative fashion only after a

substantial amount of repetition, practice and further learning. It is necessary for an effective tutor to tailor curriculum, syllabus and materials to the individual needs of the student. The process of developing and implementing appropriate curriculum requires the tutor to utilize what he or she has learned creatively.

3. Assessment of Student Needs

A Guide for the Volunteer Tutor deals extensively with establishing realistic goals and assessing student needs. ***Hand in Hand*** attempts to further this process by providing the tutor with additional information and resources in order to: 1) determine the student's social language learning needs and personal goals; and 2) increase the tutor's knowledge of relevant ESL methodology, its application in learner-centered instruction and how it may be utilized to assist the student in achieving his or her goals.

We hope that ***Hand in Hand*** will augment professional growth of tutors and build upon the basic teaching techniques and ESL methodology introduced in ***A Guide for the Volunteer Tutor***. It is intended as a resource which can be used collaboratively by the tutor and student to promote and nourish student awareness of self and community (which are among the most pressing needs of many low-level literate and illiterate students of limited English proficiency) while improving the student's basic language and literacy skills.

We feel that ***Hand in Hand*** is unique in that it will allow our staff to integrate staff development (that of volunteer tutors) with student development. In addition, this handbook can be utilized as a core text during periodic ongoing training to allow tutors to discover,

practice and master learner-centered ESL methodology, which in turn can be utilized by the tutor to develop and implement curricula -- especially emergent curricula -- for use with a specific student.

Ongoing training is an essential component of any successful tutor training program. With ***A Guide for the Volunteer Tutor*** and ***Hand in Hand***, we hope to have provided LCFS and other area agencies with a resource not only for initial training, but also for the continuing support and development of volunteer staff. Our sincere desire is that, in additional to comprehending the value of ongoing training for tutors, area literacy agencies will utilize these and other materials to provide volunteers with the skills they need to more fully serve their students.

I. IMPROVING PRONUNCIATION SKILLS

INTRODUCTION

Many ESL instructors make the assumption that pronunciation skills, like other language skills, will improve over time. While this is true to a limited extent, it should never exempt the instructor from addressing pronunciation problems which the student might have. Speaking skills should be treated as an equal partner with reading, writing and listening skills. Pronunciation skills are often overlooked especially at lower levels, a situation which subsequently causes speaking difficulties when students are at higher levels. Many students who study the language in ESL classes -- book learners -- possess reading and writing skills which are superior to their speaking skills. Others who learn the language at work or in their daily lives -- natural learners -- possess speaking skills which are far better than their reading and writing skills.

SOME PRACTICAL ADVICE

Teaching pronunciation skills in a survival skills context is essentially a diagnostic process; the tutor must pay particular attention

to problem sounds as they occur during the lesson. A note pad will prove useful in order for the tutor to keep track of specific difficulties. Focusing on these problem areas, the tutor may make use of some of the drills and exercises contained in the *SOLUTIONS* section of this chapter as the basis for review activities at the next lesson.

Sounds are produced by the speech organs including not only the vocal cords, but also the mouth, lips, tongue and nose. Different sounds are produced through different positions and movements of the vocal organs. It is often useful to watch the student's mouth and lips as he or she forms incorrect sounds; the tutor should not be embarrassed to use his or her own lips and mouth as a teaching tool. This 'read my lips' approach can serve to draw the student's attention to how a particular sound is formed. In addition, the tutor should remember to speak clearly and slowly using normal intonation. Gestures and visual clues are often effective when working on speaking skills.

Pronunciation skills only improve over time and with great practice and repetition. A student frequently will become bored or frustrated when unable to distinguish or reproduce a sound after endless review. When a student tightens up on a certain sound, the tutor should back off until next time.

SOME BASIC CONCEPTS

One of the most basic and important units of sound is the syllable. Each syllable is generally comprised of a nucleus sound which can stand on its own (usually a vowel) and other sounds (generally consonants) which precede or follow the nucleus. Consider that in English a sole vowel sound such as 'I' and 'a' may possess

meaning, whereas no consonant sound by itself denotes meaning. It is also essential not to confuse the number of sounds with the number of letter symbols. The word 'feet', for example, has four letters, yet it is comprised of only three sounds /f/, /i/, and /t/. Keep in mind that vowels and consonants may also combine to form unique syllables -- blends, clusters and diphthongs -- which present their own pronunciation difficulties for recent immigrants.

Syllables used to form words may receive stress (emphasis). Syllable stress is marked by a longer, louder enunciation. Words, of course, form larger units of meaning such as clauses, phrases and sentences which receive stress, as well as rhythm and intonation. Stress in sentences is again marked by a longer, louder enunciation; it is normally placed on content words -- those words needed to show meaning -- nouns, verbs, adjectives and adverbs.

Although the reproduction of the sound itself is important, the position of the sound in context (within a word or phrase, for example) -- beginning, middle or end -- will often determine if there is a pronunciation problem. The /s/ sound is familiar to Southeast Asian students; they are able to reproduce it with little difficulty at the beginning or in the middle of words. When the sound appear at the end of the word, however, it is frequently omitted.

SOME COMMON PRONUNCIATION PROBLEMS

Most of the pronunciation problems (excluding those which result from speech disorders) which affect immigrants occur for a very simple reason -- many of the sounds and sound combinations found in American English do not exist in the student's native language. A

stereotypical example is the confusion which many Korean and Japanese speakers experience when trying to pronounce our 'l' sound which they often confuse with our 'r' sound. A basic sentence such as "I really like you" may be mispronounced "I leery rike you." In some cases the opposite holds true -- students are better able to distinguish and learn sounds which are foreign, yet they have difficulty reproducing sounds which are somewhat similar to sounds in their native languages.

Students from different cultures frequently experience different pronunciation difficulties. However, there are a number of common pronunciation problems which are shared by our students. Common problems include:

1) Consonant sounds
2) Consonant blends
3) Vowel combinations
4) Final sounds
5) Stress and intonation

Consonant Sounds

No language makes use of all the sounds humanly possible. The English language, which possesses at least 52 distinct sounds, makes use of more vowel and consonant sounds than most other languages. Whether your students come from Asia, Europe, Africa, the Middle East or Latin America, they will have to learn to distinguish and reproduce a number of new sounds.

When working on pronunciation skills the tutor may notice that the student is unable to produce a certain sound and replaces it with another similar sound. A student from Latin America may say 'jello'

instead of 'yellow.' In this case it is likely that the sound which the student is unable to pronounce does not exist in his or her language and the student is replacing it with a similar sound which does exist. For this reason, many ESL teachers find it effective to work with pairs of meaningful sounds which contrast. These exercises, called 'Minimal Pairs' will be explained in the next section. Some of the common pronunciation problems encountered by ESL students include the /b/ and /p/ sounds, the /y/ and /j/ sounds, the /w/ and /v/ sounds and the /s/ and /z/ sounds.

Consonant Blends

Not only do individual consonant sounds exist, but so also do consonant blends. These consonant groups, especially common at the beginning of words, may also occur in the middle or at the end of words. For many students these sound combinations are even more of a problem than individual sounds. Examples of some problem consonant blends for ESL students include:

/bl/ sound as in bleed
/cl/ sound as in clock
/cr/ sound as in cream
/scr/ sound as in scream
/sl/ sound as in slip
/str/ sound as in stream
/th/ sound as in think

Vowel Combinations

Vowel combinations are frequently called diphthongs or thriphthongs. Though many of these vowel combinations exist in other languages, they are particularly difficult for second language learners because they are pronounced differently in English. In many

languages, each vowel which forms part of the combination receives its full pronunciation. In English two or three vowels frequently combine to form one sound. For example, the word 'wait' contains two vowels yet the vowels form only one sound -- /a/. Compare this to the word 'weight' which contains another combination of two vowels which form the same /a/ sound. Because many Asian and Latin American students are accustomed to giving each vowel its full pronunciation in their native languages, the word 'wait' will become 'white.' Some other problem vowel combinations include:

the 'ea' sound as in meat
the 'oa' sound as in boat
the 'ou' sound as in mouse
the 'oo' sound as in loose
the 'ui' sound as in suit

Final Sounds

The position of a sound within a word or phrase often determines whether a speaker will have difficulty in pronouncing it. The pronunciation of the final /s/ sound among Southeast Asians was mentioned above. The are several other final word sounds which cause problems for many ESL students. These sounds, which may be comprised of individual consonant sounds and consonant blends, as well as vowel consonant combinations, include:

the final 'ng' sound as in sing
the final 'th' sound as in fifth
the final 'z' sound as in eyes
the final 's' sound as in ice
the final 'sh' sound as in wash
the final 'ch' sound as in watch
the 'f' sound as in laugh
the final 't' sound as in helped
the final 'd' sound as in played
the final 'id' sound as in painted

Stress and Intonation

ESL students have difficulty not only with the pronunciation of vowel and consonant sounds, but also with their stress (emphasis) and intonation (pitch) as they form syllables, words and sentences. Even if the student can form the basic sounds which comprise a word, there is no guarantee that he or she will be able to pronounce the word correctly if not familiar with the word's stress and its proper intonation in context (sentence, phrase, etc.).

Context will often dictate stress and intonation; stress and intonation in turn will often dictate the meaning of a word. It is important for ESL students and tutors alike to realize that correct stress and intonation are as important to meaning as correct pronunciation of vowel and consonant sounds.

Many learners have a hard time determining where to place the accent (stress) on a word, particularly multi-syllable words. Students will frequently follow the stress and intonation patterns of their native languages which leads to a choppy, irregular pronunciation. In some languages the stress falls on the second or middle syllable; in English, however, stress often falls on the first syllable. Consider, for example, the pronunciation difficulties which many students have with the past tense form of regular verbs ('ed') such as 'lived', 'closed', etc.

The word 'object' provides yet another basic example of the difficulties which ESL students encounter with stress. If the first syllable is stressed, it is a noun; if the second syllable receives the stress, the word becomes a verb and the meaning changes. Consider, for example, the following two sentences:

She is the object of my affection.
She objects to my affection.

While the first sentence is neutral in tone, the second is negative. As the example demonstrates, a relatively minor change in stress can lead to a fundamental change in meaning. Larger units of meaning such as phrases, clauses and sentences also receive stress. In these cases stress is normally placed on content words -- those words needed to show meaning -- nouns, verbs, adjectives and adverbs.

Intonation is related to stress; it refers to the rising or falling pitch of a speaker's voice. Like stress, a variation in intonation can often change the meaning of a group of words. Many ESL students fail to perceive or express intonation fully and are unaware of its importance; their speech patterns may become monotonous and they may fail to express their mood or intent when speaking. A common intonation problem for ESL learners -- the rising intonation pattern of yes/no questions -- may be found in the following example:

You lost your wallet.
You lost your wallet?

In the first example, a simple declarative sentence, the pitch (intonation) of the final syllable falls; the rising intonation of the final syllable creates a yes/no question in the second example. Many non-native speakers, even those who have gained a certain mastery of the language, have difficulty with these nuances of the language.

SOLUTIONS TO PRONUNCIATION PROBLEMS

Teaching the most basic of pronunciation skills -- individual sounds and sound combinations -- may appear an obvious point of

departure for the ESL tutor. However, it is probably not the most effective or appropriate strategy for adult learners. Some experts recommend beginning the teaching of pronunciation in context with stress, rhythm and and intonation of common greetings, phrases, questions and responses. At this time, as part of an ongoing diagnostic assessment process, the tutor will identify obvious difficulties which the student may have with individual sounds or combinations of sounds. These problems can then be dealt with in remedial fashion.

As part of this ongoing process, the tutor should pay particular attention to any difficulties which the student is having with specific sounds and groups of sounds. At this point the tutor may choose to address these pronunciation problems through remedial teaching. In remedial teaching of pronunciation skills, the tutor must assist the student to:

1) Recognize or distinguish the new sound or sound pattern; and
2) Reproduce it as needed.

This two-step process may sometimes require that the student not only pay attention to the sound in question, but also the way in which the sound is formed physically. Also, it is not enough for the tutor to demonstrate the sound in isolation. He or she must provide examples of the sound in context. Keep in mind, however, that it is not necessary for the student to know the meaning of all words used when working with pronunciation exercises. The tutor can facilitate this remedial process by designing exercises which incorporate listening skills in addition to speaking skills. Here are some ways to do this:

Read My Lips

The 'read my lips' approach is really a form of simple imitation. The tutor asks the student to observe how a problematic sound is formed and to repeat. The student should focus on the physical mechanics of the sound involved and the speech organs (tongue, lips, palate, teeth, etc.) which are used to form it. This method is frequently helpful with simple sounds and sound contrasts (such as /s/ and /z/).

Minimal Pairs

Minimal pairs ask the student to distinguish words which differ in only one sound (verb, consonant or cluster). Minimal pairs may be used in listening drills where the tutor asks the student to identify a particular sound, or in speaking drills where the student must reproduce the sound.

Example 1: Minimal Pairs -- Listen and Repeat

b	p
bark	park
big	pig
bear	pear
beach	peach

In this most basic of exercises the teacher creates the problem sound within a word and the student repeats. In addition, the teacher may vary the exercise by producing words with the first sound in the minimal pairs exercise (/b/) and asking the student to create rhyming words with the second sound in the pair (/p/).

There are many variations on the theme of minimal pairs. In the following example, a multiple choice format is used asking the

student to provide the missing sound to a group of words which differ in one sound.

Example 2: Write the missing vowel

Teacher says:	Student writes:
put	p___t
pot	p___t
pet	p___t
pat	p___t
pit	p___t

Sound Discrimination Drills

Sound discrimination drills are simple listening comprehension exercises which ask the student to listen carefully and identify a particular sound or a combination of sounds. Example 2, in addition to being a minimal pairs exercise, is also a sound discrimination drill asking the student differentiate between vowel sounds. Depending on the level of the student and specific pronunciation problems, the tutor may choose to focus on individual sounds, sound combinations, words or complete sentences.

Example 3:
Listen to the teacher and circle the first sound in each word.

Teacher says:	Student circles correct answer:
1) book	p b d
2) floor	f d m
3) door	g p d
4) wall	v y w

Physical clues, such as different colored chalk or paper, can also be used effectively in sound discrimination drills to provide students

with a cue as sounds change. For example, the regular past tense form could be taught as follows:

Example 4: Past Tense

Red /d/	Blue /t/	Green /id/
played	walked	needed
shaved	helped	painted
closed	pushed	wanted

After previewing samples of each of the possible final sounds, the tutor can provide additional examples and ask the student to identify the sound by its 'color.'

Dictation

Dictation and other listening exercises can also be effective in helping students to distinguish new sounds. In the following example (Example 5), the tutor can provide the student with a list of vocabulary words which contains a number of minimal pairs. The tutor can use one minimal pair grouping, or if the student is somewhat advanced, several groups of minimal pairs.

Tutor and student should review and repeat the words as minimal pairs (meaning and pronunciation) before initiating dictation. The word group can then be utilized in an exercise which combines minimal pairs, a cloze exercise and dictation. With beginning level students, the tutor must be careful to control vocabulary strictly; with more advanced students he or she should strive to create a dictation passage that does not provide the meaning by connotation alone.

Example 5: Complete the sentences with the correct word

code/coat angry/hungry big/pig ice/eyes white/wait

Dictation:

1) My zip _____ is 19082.
2) I want to eat dinner. I'm very _____.
3) The _____ farm is in New Jersey.
4) Close your _____ .
5) I will _____ for the bus.

Nonsense Sentences

Minimal pairs and problematic vocabulary can also be used in nonsense or playful sentences to sharpen the students listening comprehension, speaking and pronunciation skills, as well as sentence stress and intonation. As demonstrated in Example 6, nonsense sentences and tongue twisters can be used as part of a dictation exercise or in a 'read my lips' or imitation fashion.

Example 6:

Repeat the following sentences.

1) Willy Wilson walks while whistling.
2) Yogi juggled yellow jello yesterday.
3) Roger really likes red lights in his living room.
4) Close your eyes close to the Ice.

Backchaining[1]

In longer structures -- clauses, phrases and sentences -- ESL students will frequently fail to hear or detect a sound which is foreign to them. This is particularly true when a word or syllable is not stressed. Backchaining is a technique which allows tutors to point our such pronunciation mistakes and to assist the student in improving sentence stress and intonation.

Example 6:

Teacher:	I'm going to class.	Repeat
Student:	I going to class.	
Teacher:	No. class	Repeat
Student:	class	
Teacher:	to class	
Student:	to class	
Teacher:	going to class	
Student:	going to class	
Teacher:	I'm going to class.	
Student:	I'm going to class.	
Teacher:	Good!	

CONCLUSION

Since pronunciation skills will only improve over time and after much practice, tutor and student alike often become frustrated and bored after constant repetition. An effective tutor, however, will strive to treat reading, writing, listening *and* speaking skills as equally important components when preparing lessons and materials for limited English speakers.

Whenever possible, speaking skills should be fully integrated into the real-world competencies (such as shopping or going to the doctor) which the student needs to master. When considering pronunciation skills, it is important for the tutor to remember how basic sounds are formed, how sounds, stress and intonation impact on meaning, and the implications of culture on the student's pronunciation.

Pronunciation skills are most effectively dealt with in a diagnostic or remedial fashion; the tutor should pay close attention to any speaking difficulties which occur during the lesson and, using

appropriate materials, assist the student in recognizing the new sound and in reproducing it.

Notes

1. Hubbard, Peter et alia., *A Training Course for TEFL*, p. 208.

II. Designing a Survival Skills Sequence: Health Care

by Marcia Mendez and Elsie Bueno

The role of survival skills development in ESL curriculum is well recognized among ESL tutors. This interest reflects the fact that ESL tutors often work with adults in a non-academic environment. Immigrants engaged in the hard task of settling in a new homeland have many pressing needs. ESL tutors quickly find that the more they directly address those needs, the more commitment to learning they will get from their students.

However, finding curricula that will meet your student's specific needs remains a challenge. Books usually intended for a relatively large population cannot possibly address the diversity of situations experienced by ESL students. ESL tutors, therefore, also recognize the value of being able to create their own materials.

This chapter will walk you through the general steps necessary to design and implement your own survival skills curriculum. We will demonstrate in detail what you can do to create a sample health care unit. Our hope is that by applying these same basic principles learned in creating a health unit, you will be able to present your student with

original curriculum that will address his/her specific area of concern. You will find that creating your own materials is a rewarding and exciting task.

First, however, a word about level of difficulty. As you design a survival skill unit, keep in mind your student's degree of proficiency in English. If your student is a beginner, limit the vocabulary. Modify drills so that your student does not feel overwhelmed. Also, pace yourself accordingly. It is our experience that a student can move from beginning status to a solid intermediate level in each specific competency skill if he or she is given the time and necessary assistance to do so. The material presented herein is applicable to all levels. One of your tasks as a tutor is to adjust the level of complexity to meet your student's needs.

Three General Principles

1. The value of a life skill unit is directly related to its relevancy and usefulness to the student. Keep it focused and directed to the student's needs. For instance, a single man most likely would not be interested in birthing information. Also keep it practical. Make sure you teach vocabulary the student will actually be able to use in real life situations. Vocabulary as well as role playing should always be contextualized. It is also important to teach all the common variations in vocabulary so that the student doesn't get lost. To ESL learners "medicine" and "medical" are separate learning challenges until the similarity of the root word is pointed out to them. At the same time, keep your teaching simple and avoid rabbit trails.

2. Always be aware of your student's culture regarding the specific task you are teaching. Adult students are indeed proficient

in most life skills in their country of origin. You are not teaching a child how to swallow pills properly but an adult how to use a health care system that differs greatly from the health care he or she is familiar with. Checking for differences between countries will give you insight on specific aspects of given tasks that present the most difficulty to your student. In order to make the lesson more meaningful for the student and to provide a degree of context it is often helpful to introduce new information with questions such as these:

In your country, what do you when _____?
How do you _____ in your country?
If you need _____, what do you do in your country?

You will be amazed at the differences, and so will your student! You might find, as we did, that in Brazil as well as many other countries people order their own prescription medicine directly from the pharmacist without the doctor's approval. Some of our Vietnamese students have told us that in their country people expect an injection every time they go to see the doctor. No wonder they sometimes feel their visit to an American doctor is useless! For other students a visit to the doctor is synonymous with a visit to the hospital. You can imagine how confusing things can be for anyone following these assumptions.

3. Utilize the resources available in your community. Following are some examples:

1) Ask local businesses, community services and public organizations. for realia (real objects) such as promotional materials, samples, pamphlets, etc. Be sensitive to the level of complexity of these materials and rework them as necessary to make them appropriate for your student.

2) Make full use of your telephone. You can record telephone menus or informational messages from public services such as the post office, hospitals, telephone company, etc. An easy way to record is just to turn on your answering machine during the call. You can also use your own conversations[1] such as a call to your doctor. These recordings are terrific tools for listening comprehension. Create your own half-side conversations and have the student "fill in" the other half.

3) Collect applications and forms. They are readily available, and completing them is very important for your student's self-confidence. Filling out forms and applications can be intimidating to your student especially if he or she is pressed for time.

Following are the main steps you need to take in order to create a health unit. This is not intended to be a complete unit, but to assist and motivate you to create your own survival skills sequence.

Step One - Sit down and think about the skill you are about to teach. Try to get the whole picture. What should be your main direction -- you can always adapt and expand later? What is the simplest and most logical sequence?

The tutor should put himself or herself in the shoes of the student. "Suppose I get sick. What would I do? I would probably see a doctor." The tutor may then walk the student through the whole set of tasks needed in order to receive proper care in case of illness.

The most logical sequence of events would be: 1) assess the person's condition and decide on the urgency of the situation and where he or she should go -- to a family doctor, specialist or the hospital; 2) contact the right doctor and make an appointment; 3) visit

1. Be aware of FCC regulations regarding taping telephone conversations.

the doctor; 4) have a prescription filled; 5) and administer the medication. The basic question is: "What does the student need to know in order to follow these very procedures?"

Thus, we came up with the following basic outline of the knowledge the student would need to possess to successfully carry out the tasks listed above.

I. Body parts
   A. External parts
   B. Internal parts

II. Symptoms

III. Specialists

IV. Contacting and visiting the doctor
   A. Making an appointment
   B. Medical history
   C. Examination and routine procedures

V. Prescription
   A. Reading labels
   B. Forms of medicine

VI. Emergency situations

VII. Field Trip

Notice that this thematic unit works almost like a book. Each Roman numeral represents a chapter which can then be divided into many different lessons. The first "chapter" begins with very basic vocabulary that your student might already have mastered. If such is the case, use those basic concepts as a review.

Step Two - Now that you have the main structure of the unit, break each subdivision into manageably sized lessons.

This step is important in order to give you a focus and a time frame. If you pace yourself well, you will also avoid overloading your student. You might find later that you planned too much or too little for one lesson. *Don't panic! Modify your plan!*

Notice how we subdivided each main topic of this health unit.

Health Unit

Part I. Body Parts

A. External Body Parts

Lesson 1. Face: introduce vocabulary

Lesson 2. Remaining body parts

B. Internal parts

Lesson 1. Introduce vocabulary

Lesson 2. Review and introduce more vocabulary

C. Review

Lesson 1. All body parts

As a tutor, you are the best judge as to the extent and depth of vocabulary your student can handle. With beginning students it may be appropriate to utilize only a handful of the most common and necessary vocabulary words; with more advanced students you may prefer to work with a larger group of words including synonyms and possibly some technical language.

Part II. Symptoms

If your student gets sick, he or she needs to know how to tell the doctor how he or she feels. Therefore the next logical step is to learn about symptoms. Give a wide range of vocabulary. Use role playing What's wrong? miming, etc.

Lesson 1. Introduce vocabulary such as that found in Worksheet 1. Ask the student to relate the symptom to the appropriate picture, then move on to role playing vocabulary with miming.

Lesson 2. Introduce vocabulary in context. Role play a dialogue with variations. You may use a simple pattern or substitution drill such as "What's wrong?/ My _____ hurts."

Worksheet 1

SYMPTOMS

These illustrations were taken from books on the source list.

rash
stomachache
stiff neck
laryngitis
sore throat
feel awful
like I have the flu
faint
fever
hurt all over
toothache
allergies
cold
headache
achy all over
shaky
dizzy
pass out
stuffy nose
weak
nauseous
backache
earache
sick to my stomach
head is pounding/throbbing
upset tummy
going to throw up
diarrhea

Part III. Specialists

If seriously ill or in need of specialized attention, the student may need to identify specialists and to associate his or her symptoms with the doctor's specialty. Therefore the next logical step is to learn about specialists. Worksheet 2 contains a list of specialists appropriate for use with ESL students; it is important to relate not only the student's symptoms with doctor's specialty, but also the body parts in question.

A. Types of doctors

Lesson 1. Introduce vocabulary

Lesson 2. Drill vocabulary

Lesson 3. Associate doctor's specialties with symptoms

B. Finding the right doctor

Lesson 1. Using the phone book

Lesson 2. Phone skills: calling for information

Lesson 3. Referral services: listening to phone menus and information messages.

Worksheet 2

DOCTORS/PHYSICIANS	Dentist
Psychiatrist	Dermatologist
Pulmonologist	Chiropractor
Hematologist	Osteopath
Pediatrician	Optometrist
Obstetrician	Ophthalmologist
Gynecologist	Internist
Urologist	Renal Specialist
Proctologist	Oncologist
Immunologist	Rheumatologist
Cardiologist	Allergist
Neurologist	Radiologist
Orthopedist	Surgeon

Abbreviations:

ENT	OB/GYN
GP	MD
DO	DDS

Your student should now be familiar with body parts, symptoms and specialists. The next step could be to take a trip to the doctor.

Part IV. Trip to the doctor

A. Making an appointment

Lesson 1. Dates, time, schedules.

Lesson 2. Phone skills: calling to make and/or cancel an appointment.

The first thing a patient is asked to do when visiting the doctor is to fill out a medical history form. Plan to spend a considerable amount of time on this task. The tutor and student may wish to begin with a

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simplified medical history form and to work their way up to a comprehensive medical history form. It is a good idea to have your student fill out the form and keep it for future reference. Explain that all information given to a doctor is confidential. Encourage the student to be honest. Even for the beginner, this is an important piece of information to have at his or her disposal in a medical situation.

B. Medical History

Lesson 1. General personal information

Lesson 2. Diseases - again relate diseases to symptoms and body parts.

Lesson 3. Family history

Lesson 4. Medications

The next step is to explain the actual examination procedures.

C. Examination and routine procedures.

Lesson 1. Timing and space

Lesson 2. Role play routine procedures: patient will undress and put on a gown, be weighed. Doctor will examine eyes, ears, nose; take blood pressure; listen to heart; etc.

Part V. Prescriptions

Often, the patient will receive a prescription that must be filled at the drugstore. Even though this seems a basic procedure for Americans, it is sometimes very puzzling to internationals.

A. Getting a prescription filled

Lesson 1. Explain vocabulary and procedures (as seen in Worksheet 3; role play conversation with pharmacist.

Worksheet 3

RITE AID PHARMACY

232301 05/01/91

S.

Take 1 capsule 3 times daily after meals.

Ornidis 250 mg Caps #30

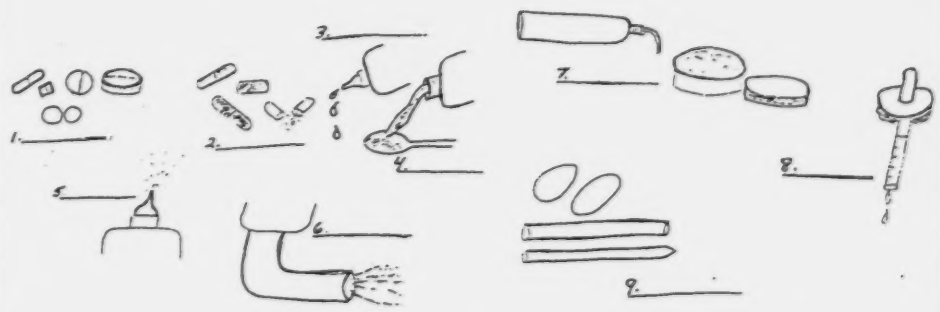
Refill 1 Dr. S:

Lesson 2. Refills: explain procedures and role play phone calls to pharmacy.

B. Medication

Lesson 1. Forms of medication -- as seen in Worksheet 4 (capsules, tablets, inhalant, cream, ointment, suppositories, etc.)

Worksheet 4



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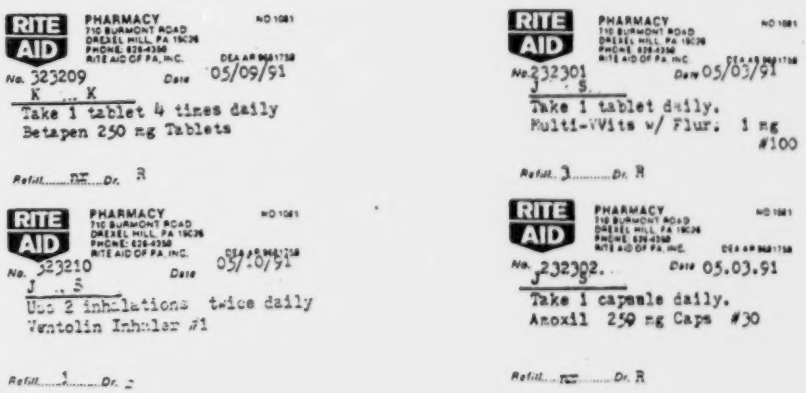
Lesson 2. Reading labels

For the lesson on prescription labels you can go to your local drugstore and ask them for pseudo prescription labels or you can also draw some sample labels. You need to drill the directions on the labels thoroughly. Also ask your pharmacist for little specialty labels such as: "keep refrigerated," "may cause drowsiness," etc. Worksheet 5 provides examples of some prescription labels which may be used to create activities for ESL students.

Worksheet 5


RITE AID PHARMACY NO 1081
710 BURMONT ROAD
DREXEL HILL, PA 19026
PHONE: 626-4350
RITE AID OF PA, INC.
DEA AP 9681758

No. 323209 Date 05/09/91
K ... K
Take 1 tablet 4 times daily
Betapen 250 mg Tablets
Refill ... Dr. R

RITE AID PHARMACY NO 1081
710 BURMONT ROAD
DREXEL HILL, PA 19026
PHONE: 626-4350
RITE AID OF PA, INC.
DEA AP 9681758

No. 232301 Date 05/03/91
J ... S
Take 1 tablet daily.
Multi-VVits w/ Flur. 1 mg
#100
Refill 3 Dr. R

RITE AID PHARMACY NO 1081
710 BURMONT ROAD
DREXEL HILL, PA 19026
PHONE: 626-4350
RITE AID OF PA, INC.
DEA AP 9681758

No. 323210 Date 05/.0/91
J ... S
Use 2 inhalations twice daily
Ventolin Inhaler #1
Refill 1 Dr.

RITE AID PHARMACY NO 1081
710 BURMONT ROAD
DREXEL HILL, PA 19026
PHONE: 626-4350
RITE AID OF PA, INC.
DEA AP 9681758

No. 232302 Date 05.03.91
J ... S
Take 1 capsule daily.
Amoxil 250 mg Caps #30
Refill ... Dr. R

Part VI. Emergency Situations

If you feel that your student can manage a visit to the doctor, you can then teach what happens in an emergency. Your student will already be familiar with most of the vocabulary. This is a natural sequence to complete your health unit.

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VII. Field Trip

After the student has gained a better grasp of health care competencies such as visiting the doctor or filling a prescription, it may be an appropriate time to plan a field trip. Depending on the student's level and the tutor's access to resources, field trips can include visiting the hospital emergency room, going to the pharmacy, or having the student accompany the tutor on a doctor's visit.

Step Three - focusing on one lesson at a time, plan activities that involve the four language skills: listening, speaking, reading, and writing. Make sure to include reviews, drilling, and role playing activities.

How does one go about planning a lesson? First set a simple goal. Think of one item (eg. a set of vocabulary words or a specific structure of the language) you can teach considering the time you have. Next, decide how you can develop that goal in one or more of the four language skills -- *listening, speaking, reading and writing*. Each language skill can be divided into sub-categories: listening for content and listening for linguistic sounds; free conversation and pronunciation; reading for content and decoding (sounding out words); free writing and writing for a purpose. All of these areas are important. Try to come up with a variety of activities. In this way you assure that all four parts of language will be used.

Now you can proceed to divide your class time. There are many ways to successfully divide your lesson. What follows is only a suggestion. This health unit was taught over a period of 9 months -- once a week for 90 minutes. The first 30 minutes were spent going

over homework assignment(s) and reviewing the previous lesson. The last 10 minutes were reserved for explaining the next homework assignment. Thus, approximately 50 minutes were spent on the bulk of the lesson. These 50 minutes were divided into two or three activities. The following diagram shows a typical lesson plan:

I. Homework and review. (30')
II. Main body of lesson. (50')
    A. Activity 1. (20')
    B. Activity 2. (15')
    C. Activity 3. (15')
III. New homework assignment. (10')

In order for you to visualize this process more effectively we have taken the lesson on prescription refills and fleshed it out. The goal of this lesson is to teach your student how to call the pharmacy for a refill.

I. Review of previous lesson. Go over forms of medicine and parts of a prescription label. Drill math skills as they apply to a prescription label.

II. Calling the pharmacy for a refill.

A. Preparing to call. Have your student look at one particular label and identify the following items: number of refills, phone number of the pharmacy, prescription number, name on the prescription.

B. Calling the pharmacy. Drill all possible scenarios. Role play the phone calls taking the role of the pharmacist and having the student take the role of a customer. Here are some possible scenarios: customer is put on hold, customer receives busy signal, pharmacist accidentally cuts the customer off, customer receives incorrect prescription, and so on.

III. Homework assignment. Choose an idiom (put your foot in your mouth), a homophone (I, eye), and/or a specific expression (open wide) and have your student write sentences using them.

CONCLUSION

The same steps used in the sample lesson above need to be taken to develop and implement the other parts of this health unit. In fact, very similar steps are needed to create *any* other survival skill unit. Remember, the most important principle in creating materials for use with limited English speakers is to be able to adapt the lessons to your student's needs. As such, this chapter is not intended to be a complete unit but to assist and motivate you to create your own survival skills sequence.

Source List

ACCESS: Steven J. Molinsky, Bill Bliss: Prentice Hall Regents

Before Book One: John R. Boyd, Mary Ann Boyd: Prentice Hall Regents

Book of Forms for Everyday Living: Louis Rogers: National Textbook Co.

Conversation Book, A: Tina Kasloff Carver, Sandra Douglas Fotinos: Prentice Hall Regents

Emergency English: Martha Lane: Kendall Hunt

English Step by Step With Pictures: Boggs & Dixson: Prentice Hall Regents

English: Your Second Language: Faye VanArsdell & Jane Mallock Combs: Steck-Vaughn

Essential Life Skills Series - Reading Labels, Directions & Newspapers: Carolyn Horton Starkey, Norgina Wright Penn: National Textbook Co.

ExpressWays: Steven J. Molinsky, Bill Bliss: Prentice Hall Regents

Help! First Step to First Aid: Jack Canario & Marilynne Mathias: Janus Book Publishers

Lifelines:Barbara Foley: Newbury House

Listen To Me!: Barbara H. Foley: Newbury House

Moving On: Jann Huizenga: Longman

Need A Doctor?: Myra A Lapin, Sanford J. Feinglass: Janus Book Publishers

New Oxford Picture Dictionary,The: E.C. Parnell: New Readers Press

No Hot Water Tonight: Bodman/Lanzano: MacMillan

Non-Stop Discussion Workbook: George Rooks: Newbury House

Real-Life English: Julia Jolly, Lynne Robinson: Steck-Vaughn

Side by Side: Steven J. Molinsky, Bill Bliss: Prentice Hall Regents

Word by Word: Steven J. Molinsky, Bill Bliss: Prentice Hall Regents

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III. THE INTERROGATIVE TAUGHT AS A SKILL TO ASSIST BEGINNING STUDENTS IN USING THE ENGLISH LANGUAGE OUTSIDE OF THE CLASSROOM

by Jonna Detweiler

INTRODUCTION

The ability to make inquiries to obtain information is of paramount importance, and yet it often assumes a lesser role in beginning English classes. If you have ever traveled overseas, you know that some of the first phrases you want to learn are questions, such as, "How much is it?" and "Where is the bathroom?". In the same way, your student needs tc be able to obtain the answers to his questions about this strange new world around him.

Obtaining clarification is another often-neglected area of language teaching that is important in becoming a communicator outside of the English classroom. In speaking to foreigners, you may have run into confusion and misunderstandings because of a person's natural reluctance to interrupt you to obtain clarification of what you have said. This is a common problem even for fairly advanced English speakers, and requires special encouragement for it to be overcome.

The Interrogative Taught as a Skill

The interrogative as a skill can be taught with the vocabulary and in the context of all English-speaking aspects of the student's life, such as shopping, transportation, housing, children's schools, medical problems, community resources, and so forth.

Your first lessons with the student, if possible, should reflect your desire to teach the interrogative as a tool, rather than as an academic exercise. To do this, you must alter somewhat the traditional idea of the teacher as the primary "rewarder", while maintaining the teacher's role as a support in the learning process. Our first book, ***A Guide for the Volunteer Tutor***, outlines the three steps of a drill:

1) stimulus (teacher);
2) correct response (student);
3) reward (teacher).

In the examples given, the teacher supplies the "stimulus" and the "reward" (spoken, "good!", etc.). This is traditional methodology which is appropriate in many teaching situations. However, some of the teaching techniques which I will describe in this chapter rely on the teacher supplying the "stimulus", but not the "reward". Instead the "reward" is in the student obtaining the answers he desires; he is gratified by his ability to obtain results and needs no additional rewards. The three steps become:

1) stimulus (teacher);
2) correct response (student);
3) reward (successful completion of task).

In the analogy of communicating in a foreign country, if you managed to make yourself understood in asking for the location of a bathroom, and you understood the response, a comment on how well

you spoke the language would be superfluous! If we can construct some lessons to make the "reward" inherent in the successful completion of the task, we are more closely approximating the situations a student will encounter outside of the classroom.

Some basic didactic methods to accomplish this goal are student-directed pattern drills, cloze exercises, listening exercises, question construction based on essays and role-playing. This chapter will give you specific examples of teaching the interrogative in four topics:

1) personal information
2) money negotiations
3) descriptions
4) directions

Finally, the chapter will end with more advanced exercises which help the student distinguish between different interrogative pronouns.

PERSONAL INFORMATION

The Basic Information Form

NAME Mr./Mrs./Miss_____
first middle last

ADDRESS _____
number street

_____
city state zip code

TELEPHONE NUMBER ( ) _____
area code number

The above is a basic personal form that all students must master, as it is an initial step to many procedures, from school enrollment to health insurance requests to job applications. For beginning refugee students who are not sure of either English numbers or the alphabet,

classroom work on this can take many hours, depending on the student's background. Observations over time have proven to me as an instructor that a student who can ask these basic questions of another person, and fill out all the form correctly, has no difficulty in responding to these requests for information about himself, either orally or in writing. In fact, in almost all cases, correct questioning techniques guarantee the ability of the student to answer the same questions correctly. The reverse cannot be said to be true (i.e., answering correctly does not insure the ability of asking the question).

The First Lesson - Red Questions and Blue Answers

In his first lesson, a student concentrates on filling out the information on "NAME" only. He is guided in writing and answering his own name, and asking for another person's name. However, the writing of another person's name comes in another lesson, after the numbers have been learned and along with lessons in spelling. As described in the first tutor book, the use of a student-directed drill can be an important part of a first lesson with beginning students. The teacher supplies a red square of construction paper with a question mark on it to the questioner, and a blue square of paper with a period on it to the answerer. (I believe that red is almost universally thought of as being the more active color and blue the more passive.) Students and teacher take turns in asking and answering. Different pairs of individuals can do the exercises contemporaneously.

Students initially are guided in inquiries using only first names, with the question, "What is your name?" If the tutor has only one student, the first lesson is best if facilitated by a couple of people whom the student knows (although these persons should not do any

translating). The tutor starts the ball rolling with the red square of paper (question) conspicuously in her hand and the blue square of paper (answer) in another person's hand. After the first answerer replies with his name ("My name is ..."), the blue paper is passed to another individual while the red is still in the hands of the tutor. The student would be the last to respond. Even if the student has absolutely no prior knowledge of English, he will figure out that his name is the correct response.

When everyone has had a turn at answering, the red paper is passed to one of the helpers (or another student) and the blue is in the hands of the teacher. The helper asks, the teacher responds and then hands the blue paper to the next person while the first helper retains his questioner role. Everyone answers the question again until the round is completed and the red paper (along with the role of questioner) is passed to the next person. Each person answers the question from all the participants, and also has an opportunity to direct the same question to all the others. By the time the student receives the red paper, he will have a fair idea on how to ask the question that everyone present will answer. Note that the tutor is an equal participant in this process, responding as do the helpers to the student's question. An example of this process would be the following:

1st Round	2nd Round	3rd Round	4th Round
Nancy - questions	Vinh - questions	Mai - questions	Minh - questions
Vinh - 1st answer	Mai - 1st answer	Minh - 1st answer	etc.
Mai - 2nd answer	Minh - 2nd answer	Nancy - 2nd answer	
Minh -3rd answer	Nancy - 3rd answer	Vinh - 3rd answer	

Generally, the next step in this inquiry process is distinguishing among the questions used with the different personal adjectives (your, his, her). Five to six photographs from magazines can be displayed, with each photograph being a man, woman, boy or girl. Clearly distinguishing the sexes is important in laying the foundation for the English pronouns, which many students find difficult. The English language is unusual in its use of the possessive adjective, that is, defining the object depending on the sex of its owner (his or her pencil). Students often need a lot of practice in this skill.

In introducing the exercise, names of the individuals in the photographs can either be supplied by the student(s) or by the tutor. If the student is very new to the country, the tutor may be able to make this exercise easier if he or she can provide names which are already familiar to the student (not necessarily English names). The participants of the class ask and answer the questions according to the sex of the individual in the photograph: "What is his name?" "What is her name?" If you have several students, this can be done in pair work rather than in rounds (give each pair a red and a blue card and they take turns being the questioner and the answerer).

Additional lessons go on to incorporate the same question form, modified to ask for other information, such as your/his/her/their last name, telephone number, and then address. Advanced beginners and intermediate students can benefit from the initial lesson preparation by using red and blue colored cards to designate the roles of questioner and answerer, and they can ask a variety of questions to elicit information in their first lesson. Student-directed drills in later lessons can probably take place without the cards.

For beginners, the telephone question ("What is your /his/her/their telephone number?") would be taught along with the numbers, usually in the second and third lessons. After the alphabet is taught (in a later lesson), the student will be ready to fill out a form based on information from other persons. At this point, role-playing can take place.

Role - Playing

This role-playing is usually structured, and often is not as much playing a role as it is the real fulfillment of an assignment. Students can be asked to elicit information from each other, and/or some Americans (tutor requests permission from librarian, another tutor, etc.). They can use the same information form that each student has filled out; this time they write the information according to what the other persons tell them. I have found that students apply themselves seriously to the task, especially if the person being interviewed is of a different nationality and language. The student's success in being able to fill out the form is an example of a reward intrinsic to the task completion, with little need for teacher-rewards (but perhaps some teacher-assistance). Possibilities of true role-playing, where an imaginary situation is created, include:

a secretary in the doctor's office and the patient;

an interviewer and a job applicant; a school staff member and a parent enrolling a child;

a bank official and a person starting a checking account;

a secretary at the telephone company and an applicant for telephone;

the emergency worker (911) and a caller; etc.

Simple props can help, such as cardboard or toy phones, paper and pencil and the appropriate seating arrangements for the "scene".

An open-ended role playing which I sometimes do with students is one in which the students do not receive their reward from correct responses to their questions, but from their ability to ensure that the questioner writes their personal information correctly. In this exercise, the form to be filled out is clearly displayed so that the students can see the responses written. I ask the students for the information in the manner that they have been taught and they assume that it is a regular practice exercise. However, I then make small errors in rendering the information to paper (or blackboard), such as incorrect spellings or a mistake in a number. The students half realize that I am role-playing, yet they apply themselves to correcting my mistakes (orally) with great energy and with considerable satisfaction in seeing the errors corrected! This type of learning fully involves the students.

Listening

Listening comprehension exercises are another way of reinforcing learning of the interrogative. Although these exercises require little initiative on the student's part, they present an involving exercise which is non-threatening when students correct their own answers. The exercise begins when I write the numbers 1 to 5 (or 6) in a column on the blackboard (or shared paper in a tutoring situation) and I ask the students also to write these numbers. Then I show several alphabetized choices as answers; the students will write the appropriate letter next to each number during the exercise. I go over the choices with the students, but ask them not to write these choices at this time. I request that they "Look, listen and write." Below is an

example of a very simple listening exercise as seen on the blackboard. The "A", "B", and "C" drawings are choices that correspond to "his", "her", and "their" .

Example 1:

1.

2.

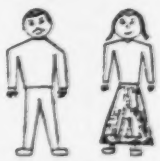
3.

4.

5.

A.

B.

C. 

The first item (and sometimes the second) is done with the teacher and students together so the student knows what he must do. The teacher speaks a question, and the student should write down the letter which corresponds to the personal adjective which he hears. An example of the first item spoken by the teacher might be:

1. What is her last name?

The student needs to write the letter "B" (for the picture of the woman) by number "1". The teacher assists in the first item by emphasizing the adjective, and pointing to the pictures, asking if the answer is "A, B, or C". After the student realizes the correct choice, the teacher can then continue to read the other four items at a more natural pace, without stopping for corrections. Examples of the teacher's questions might be:

2. What is their telephone number?
3. What is her address?
4. What is his first name?
5. What is their city?

Hopefully, the student's paper looks like this:

1. B
2. C
3. B
4. A
5. C

At this point the teacher stops, and slowly repeats each item, asking the student(s) to give the correct choices. The teacher writes these on the board, and the student corrects his own work. I sometimes ask the students if their work was "good", trying to assess their own satisfaction with their written choices. Usually ten to twelve items are presented. (If the student has difficulty with more than a third of these items, the exercise is too difficult.) I usually do half of the items at a time so that the student can identify problems and correct them in the second half.

An example of a more difficult listening comprehension exercise to practice elements of the personal information form would be the following. The choices shown to the students are:

A. 543-6938
B. 16 Garrett Road
C. 19086
D. 215
E. Upper Darby

The teacher says the following:

1. What is the area code? (stop and go over this as an example with the student)
2. What's her address?
3. What's the zip code for that region?
4. What is his telephone number?
5. What's your area code?
6. What is your city?

The student who has no mistakes has written this:

1. D	4. A
2. B	5. D
3. C	6. E

Note that question 3 contains vocabulary that the student is probably not familiar with at this point. Unfamiliar words should not be pointed out and explained at this time. The object of the exercise is to have the student extract the information which is most necessary when he hears the question. This mirrors true life situations outside the classroom where the student will hear English spoken quickly with several words he doesn't understand. Trying to understand each word is counterproductive in many situations; the critical survival skill is to identify the important words and to be able to use these words appropriately in the student's own questions. Thus, including a few unfamiliar words in the exercise might actually be helpful in that it approximates situations outside the classroom.

MONEY NEGOTIATIONS

Questions and Answers

Besides filling out personal information forms, knowledge of money is a survival skill that most beginning students need to master almost immediately, and the motivation to study this topic is high. A basic student-directed drill would employ pictures and prices from a catalog or advertisements. The questioner would ask "How much is it?" for each item and the answerer would give the response. After seven to ten products, the two people would switch roles. After reading of prices becomes a fairly easy task, and the most basic question thoroughly learned, the products shown can be a mixture of plural and singular items. Then the questioner must decide to ask "How much is it? (or "this"), or "How much are they? (these?)". The answerer must reply , "It is _____.", or "They are _____." As in many student-directed exercises, it is often good reinforcement for the student to write down a couple of the questions and answers after the oral exercise is completed. I discourage any writing of the exercises before the spoken exercise is completed because the most important skill here is verbal communication, and beginning with the written word can actually impair the student's ability to become verbally competent. In fact, it is often the more educated students who want to begin writing before the spoken patterns are established in their minds. I have found that this can slow their progress in becoming facile English speakers.

A simple listening comprehension exercise which can be included in a unit on money would be to clearly establish the difference between the questions:

A. "How much?"

B. "How many?"

The teacher says different answers aloud, and the student writes the letter "A" or"B" depending on what the question would have been to elicit this information. For example:

Example 2:

TEACHER SAYS	STUDENT WRITES
1. There are 6 chairs in the room.	1. B
2. They cost $85.00.	2. A
3. The price is $10.00 each.	3. A
4. We have two books.	4. B
5. There are 20 students in my class.	5. B
6. It's .98 on sale.	6. A

Role - Playing

An open-ended role playing situation in which I sometimes involve the students takes place in a store. Both participants are supplied with small amounts of real money before the role playing takes place. The "customer" needs to ask the prices of different items and to finally decide on one to buy. The store owner (often the teacher) then accepts the money in exchange for the item "sold", but returns an incorrect amount of change (usually less). The challenge for the "customer" is to address this mistake. This is an exercise in which students become completely immersed, and once again their "reward" would be present in completion of the task, i.e., to correct the mistake and obtain the correct amount of change. The dialogue of this role play, including appropriate questions, can be reconstructed

afterwards with the teacher and students, and written down to complete the teaching of this part of the lesson.

DESCRIPTION - "TO BE" AND "TO HAVE"

Questions and Answers

Another topic which beginning students need to study is description, using the present tense of the verbs "to be" and "to have". Several student-directed exercises exist. Shown different pictures or sketches , the student can be requested to make questions with "Is he _____?", "Is she _____? " "Is it _____?" or "Are they _____?" and can be directed with prompts, such as:

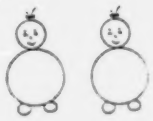
1. angry?
2. happy?

3. tired?
4. busy?

5. big?
6. little?

The answers are generally in the short answer form, such as "Yes, he is." "No, he isn't." etc. Similar exercises can be done with the present continuous, "Is he swimming?", "Are they eating?", etc. , and with the verb "to have" (with vocabulary from the topics of home and family, money, clothing, etc.). An exercise with the verb, "to have" could involve the questions "Does he have _____ ?" "Does she have _____?" "Do they have _____ ?" The answers in this case would be in the short form, such as, "Yes, he does." "Yes, they do." Examples of prompts might be:

1. children?
2. a cat?



3. a dog?
4. a car?

5. a hat?
6. glasses?

Many fun and sometimes funny student-directed exercises can be created for practicing this form of the interrogative.

Listening

A listening comprehension exercise, similar to the first one described in this chapter, can focus on the subject pronouns, with the choices consisting of sketches of : A. a man, B. a woman, C. a group, and D. an object . Students listen to complete sentences such as, "1. Where is he going?", "2. What is she doing?", " 3. How much is it?", "4. Are they angry?", etc. They write the choice A., B., C. or D. for the picture which corresponds to the pronoun that they have heard.

After all the forms have been taught, another listening comprehension exercise which involves choosing the correct short answer verb might be the following:

CHOICES

A. Yes, he does. / Yes , she does.
B. Yes, they do.
C. Yes, he is. / Yes, she is.
D. Yes, they are.

The teacher says questions such as 1. "Is he driving his car today?", 2. "Do they have any money?", 3." Are they busy today?",

"4. Does he have a cigarette?". Although the students are choosing the answers rather than the questions, the concentration which is essential for this exercise helps them better remember the questions.

Games

Games to practice the interrogative can be played successfully with adults. One interesting game relies on 10 to 20 photographs from magazines (the number of pictures depends on how many students you have); each picture has a number and they are all exhibited for everyone to look at while playing. Index cards, each with a number corresponding to those of the pictures, can be shuffled and placed face down. Players take turns picking a card and looking at the number without showing it to anyone else. Then the other player(s) must try to guess which picture it is by asking yes\no questions, such as "Is it a man?" "Is he old?" Does he have a car?" "Is it number 4?". The player who picked the card needs to answer, using the short answer form (although don't be too strict about this -- the exercise should be fun). Each picture identified is put away, and the game can be played for speed if desired. Follow your students' lead. Of course, the tutor is also a participant in this game, trying hard not to dominate if there is more than one student. Guessing correctly is rewarding in itself for the students.

Stories

A more serious, but highly useful, activity for developing prowess in the interrogative can go along with the reading of a short essay. You might find some examples of such essays or oral histories in the Reader Development area of your public library, where small

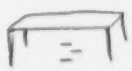
understanding). It is a valuable form of practice and can be used several times, with diverse stories.

DIRECTIONS

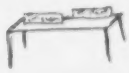
Questions and Answers

My last example of a topic which can be taught with emphasis on the interrogative is "directions ". A student-directed drill can allow practice on basic prepositions with questions such as "Where is the _____?" "Where are the ____?". Pictures from books and magazines can be used as prompts, or quick sketches can be drawn such as the following:

1. pencils?

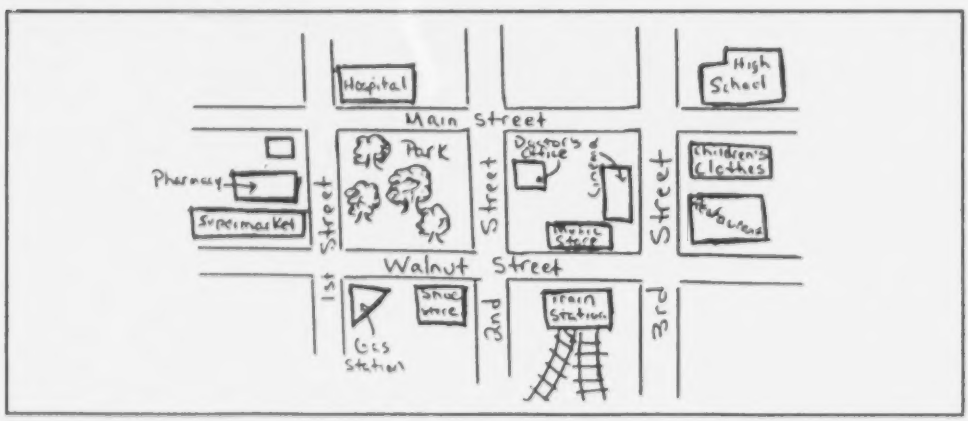


2. books?



3. chair?

Another drill provides practice on more detailed information inquiries such as, " Where is the pharmacy?" (use of a map to answer "on First Street., next to the supermarket" ,etc.) Some textbooks have examples of simple maps, or the teacher might draw one beforehand, such as the following.



Game

Questions about locations of items can be practiced with a game. One person momentarily steps out of the room, knowing that a certain item of hers is going to be hidden, for example, her book. The owner of the item reenters the room and asks yes/no questions such as,"Is my book next to the window?" " Is it under the desk?". The questions continues until the book owner receives a "yes" answer, or until she begins to feel frustrated and asks, "Where is my book?" She then goes and physically retrieves her book, and another person leaves the room while his pencil (for example) is hidden. This is a good way to get students completely involved.

Participatory Exercise

Constructing exercises to encourage students' asking questions to clarify is difficult; however, a participatory exercise with a map and a tape recorder can help in this. A prepared tape of a person explaining how to get somewhere is listened to. With a pencil, students follow the directions on their simplified street map which the teacher will have already drawn. Students then draw the route to follow as they listen. The teacher is in charge of turning the tape recorder on and off, but the student(s) is in charge of telling the teacher when to begin the tape and when to stop it. As soon as a student doesn't understand, he needs to say, "stop!" and then he must ask clarifying questions to try to understand (or direct the teacher to rewind). For example, the student might ask, "What street?" "Turn left or turn right?". The student's goal is to arrive at the destination, obtaining information and clarifying it in a way which closely approximates a real situation which might occur outside the classroom.

ADDITIONAL EXERCISES FOR MORE ADVANCED STUDENTS

Listening

This chapter has given examples of exercises to practice the interrogative in four different topics. However, I feel that every topic, every chapter in the English book you and your student are using, can be presented with the interrogative as the key. There are also some exercises, independent of any one topic, which can be used to practice the interrogative in general. For example, a listening comprehension exercise can be used to distinguish between the different interrogative pronouns. The choices could be : A. What?; B. Who?; C. Where?; D. When? . The teacher would read answers such as 1. "He is coming tomorrow." 2. "She's my mother." 3. "My telephone number is 623-9981.", and students would write the alphabet letter for the appropriate question. This is a difficult exercise, requiring a lot of concentration, and the tutor needs to speak fairly slowly and to repeat.

Cloze Exercises

Cloze exercises can also contribute to practicing the interrogative. They can be either listened to or read. For example, a student might read a dialog between an old woman and her daughter; the old women is hard of hearing.

Daughter: We have a letter in our mailbox today.
Mother: 1)_____ do we have?
Daughter: A letter! It' s from Billy.
Mother: 2)_____ is it from?
Daughter: Billy. He says he is coming tomorrow.
Mother: 3) _____ is he coming?
Daughter: Tomorrow! Mother, 4)_____ is your hearing aid?
Mother: 5)_____ ?
Daughter: YOUR HEARING AID!
Mother: Oh. It's in the kitchen, dear.

This dialogue can also be listened to in its entirety on a tape, without the student seeing the dialog. Then the student can write down the interrogative pronouns as he hears them. Or, a more beginning student can first be presented with the list of interrogative pronouns in the wrong order. He then writes the number next to the pronoun in the order it occurs. For example:

STUDENT GIVEN:	STUDENT WRITES:
Where	4
Who	2
What	1, 5
When	3

Other cloze exercises can be done with taped musical selections including several questions, and the text without certain key words. Choose music which has simple, clearly pronounced lyrics and a lot of repetition. A very short portion of the music might be chosen for beginners. Examples of lyrics with interrogative pronouns taken from country music, children's songs and folk music are: "Where have all the flowers gone?" "When will they ever learn.....?"; "What part of 'no' don't you understand?"; "Where were you when I gave my heart away?"; "How many times .....("The answer is blowing in the wind."). The tutor can write or photocopy one of these songs and delete (white out) certain key words for the student to "catch" while listening to the song (about one word every other line, depending on the pace).

Usually the exercise is developed in the following manner: 1) the tutor and student go over the text together, skipping the missing words; 2) the student listens to the complete song (or a portion of the song) without writing in the blanks; 3) the student listens two or three

times to the song and writes down the missing words; 4) the tutor and the student go over the taped song together, pausing the tape at the missing words and correcting answers; 5) the student and tutor discuss the song's message, giving their own opinions or relating similar experiences; 6) the song is listened to one more time with all the words of the song in front of the student as a summation of the lesson.

Other ways to do a listening comprehension exercise would be as described with the old woman dialog above. Without the words of the song in front of him, the student writes down the interrogative pronouns he hears, or he writes the number next to each pronoun in the order in which it appears in the song.

Role - Playing

Role-playing exercises can be employed to practice the interrogative. All the exercises suggested below should take place after students and tutor have been together for some time. One fanciful exercise for students who know the past tense would be that of a police detective questioning a suspect after a crime ("Where were you?" "What were you doing?" "When did you come home?" etc.) Each player has a paper that describes his activities of that night. They take turns being the detective and being the suspect, with the teacher playing the detective first.

Another role-playing exercise is a strategic interaction. Strategic interactions, as described in the first tutor book, are essentially open-ended, with each player wanting opposite conclusions to the dialogue. You need more than one student to do this exercise. The tutor needs to give each student information about separate possibilities. So the

first task is to find out the other person's information, and the second task would be to convince the other player to do what you want. The teacher might lead into the exercise by writing different interrogative pronouns (who, what, etc.) and reviewing them with the students.

An example of a strategic interaction would be two role-players trying to decide where to go Saturday night. Player A has information about a party: there will be dancing; some friends are going; it starts at 9:00; it is about one hour away by car. On the other hand, Player B has information about a movie: it is a cowboy movie; it starts at 8:00; and, it is about 5 minutes away from home. Depending on the personalities of the student role-players, the result of the conversation would be a decision to go to one of these places, neither of these places, or both of them, or to go separately. The students are in charge of deciding what they will say. The dialogue might possibly proceed in the following fashion:

A: I want to go to a party. Do you want to go?

B: Where is it?

A: In Norristown. It will be a good party. Many friends are going.

B: No. I want to go to a cowboy movie. It is here, in Upper Darby.

A: What time is the movie?

B: 8:00

A: No, let's go to the party.

B: I want the movie.

A: Maybe we can go to the movie. After the movie we can go to the party.

B: O.K.

The teacher should not correct during the dialogue. The dialogue may end in a stalemate, or it may finish with one person agreeing to do what the other desires. Any ending is acceptable.

This type of role-plays can be imaginatively created based on your students' interests. Some examples might be: decisions to be made about which school to go to for English classes; what political decisions to make in an invented country; what gift to buy for a friend's birthday, etc. The strategic interactions need to be set up so that one participant does not know the specific information that the other has and that each participant initially wants his own decision to be made. Role-players can be given separate pieces of paper with their information. Then the tutor can physically separate each participant from the other before the interaction takes place, and can privately speak with each to make sure the students understand what is written.

Before the exercise the players are informed of the situation and told the following: 1) they need to ask questions to know the information that the other person has; 2) they want to do what is written for them and not what the other person says; 3) they must try to change what the other person wants to do. The teacher and other students can do some "coaching" as the role-playing proceeds (not correcting, but offering ideas when there is a pause).

After the strategic interaction is finished, it is often helpful for the teacher and the students to write the dialogue together. The teacher takes notes as the conversation is taking place and these notes may serve as a basis for the written dialogue. As the students and teacher write the dialogue, it is a good moment to work together on corrections of grammar and sentence construction. This exercise can

be a complete and satisfying lesson for a teacher and advanced beginning or intermediate students who have already had several lessons together and are comfortable with the class and each other.

CONCLUSION

The focus of all the exercises described in this chapter has been the interrogative, from the first lessons to the final lessons. Although some of the exercises are less empowering for the student than others, the concept that asking questions is an important part of our American culture is supported in all the lessons. Command of the interrogative not only helps the student to be appropriately assertive, but it also creates a learning environment which is accepting, enjoyable and exceedingly effective in helping the student to become skillful in the use of the English language outside of the classroom.

IV. USING ORAL HISTORIES TO PROMOTE LITERACY SKILLS

by Alison Roberts

INTRODUCTION

Oral histories, because of their personal content, are ideal to promote literacy skills. The advantages to using oral histories in literacy skill contexts are many:

1. Developing language that is relevant to a student's own background. The vocabulary necessary to complete an oral history is pertinent to the individual student's life and experience, and, therefore, will be useful to the student. There are many occasions when the ESL student will need to relate aspects of his/her life to employers, new friends, etc., and he/she will be able to draw from the oral histories completed in class to do this.

2. Opening a student to the creative potential of language. For the tutor, creating exercises that lead up to, and exercises that draw from,

the oral histories keeps learning centered on the student's needs and experiences. My students enjoy telling their oral histories because they can focus on subjects of personal interest. Oral history exercises help my students gain confidence in their English. The ability to define one's own experience in a different language is highly satisfying.

3. Weaning a student from total dependence on dictionaries and textbooks. These exercises open the door to creative use of English. The students I teach have three months of intensive English behind them and usually rely heavily on the textbook and materials before them. Many of my students are dependent on their dictionaries and word-for-word translation of the exercises presented to them. While this may not have been an obstacle to their learning up to this point, it becomes a crutch as they focus on each new word and phrase as a puzzle to be solved. Once they have adequately translated these puzzles, the learning stops. They do not make use of the new vocabulary out of the context in which it was presented. They are reluctant and sometimes even fearful of letting go of this routine of systematic translation into their native language. Part of this reluctance is a fear of failure, a fear of appearing helpless and incompetent.

4. Empowering older students with language. In general, it is my older students, the ones who had attained some level of social stature in their families or communities in their native country, who have the hardest time making the leap from their textbook to open topics and conversation. Language study is usually harder for older students. When I assign oral history exercises, such students benefit from the

opportunity to tell about their accomplishments. They are proud of their histories and happy to share them with the other students. There is a marked difference in their confidence in class. Often I give an assignment of eight or ten sentences but get from my students full pages of writing, and these from students who rarely speak in class.

5. Sharing specific vocabulary as a word builder for the group. When I copy and distribute the histories for use as in-class exercises, we learn the vocabulary in the histories. Each student becomes the expert on the words from his own assignment and helps me to introduce the new vocabulary to the class. In this way, every student has a direct impact on what we learn. This also helps to build student confidence.

6. Transcending cultural barriers. Learning about each individual's past draws our class together. There are always commonalities of family and hardship and the conditions that resulted in immigration. Talking about things like respect for elders and love and marriage bring out feelings that are cross cultural. Students from places as varied as Southeast Asia and Eastern Europe find they have things in common.

GROUNDWORK FOR ELICITING ORAL HISTORIES

Oral histories will intimidate many students. They may not be used to open and independent use of English. Groundwork must be done before students can be comfortable telling oral histories:

1. Oral histories must be prefaced with examples. For more advanced students, hearing one or two oral histories read by the teacher or played on a tape may be sufficient to give direction. For the beginning student, typed copies of the histories given out after the teacher reads

them or plays them provide sentence models, spelling help and story ideas. When you begin using oral history exercises, beginning students will need time to digest new information with the aid of their dictionaries and other texts. Simply hearing oral histories and then being expected to produce their own will frustrate and intimidate them. They need time with the written histories to use them effectively.

2. Students must be fairly competent in the past tense as well as comfortable expressing everyday events. The English past tense is more complex than that of many other languages. Irregular verb tenses must be introduced and understood before oral history assignments are given. Otherwise, students will become frustrated with the exercises. Once the student can relate everyday events in his present life, he is ready to relate many of the everyday events of his life before now.

3. The teacher determines the focus of the oral histories and teaches toward the communication of that topic. For example, since my class has student employment as its goal, our histories and the exercises leading up to them involve work in one way or another. Work-related vocabulary is part of every lesson in our ***English that Works*** textbook. Many of the grammar and other assignments I use contain this same vocabulary. When I choose sample oral histories from the textbook, ***Remembering***, I use those that mention employment. My students are comfortable using work-related vocabulary before I assign oral history assignments and are, therefore, prepared to use it in their oral histories. As I mentioned in 'The Language Experience Approach' chapter of ***A Guide for the Volunteer Tutor***, topics for oral

histories can include relatives, family life, the culture of the student's native country, jobs, etc. Once the teacher has decided the topic or topics, grammar and other exercises should be geared toward them. That way, when the student is ready to begin oral history exercises, he will have a grammar and vocabulary base to draw from.

GROUNDWORK EXERCISES - THE PAST TENSE

The past tense is crucial in communicating oral histories, so I spend a lot of time on it. To teach the past tense, I combine written and oral exercises. I introduce the past tense on a Monday by writing these questions on the blackboard:

Did you have a good weekend?
What did you do?

Students ask each other these questions. As students respond, I write their words on the board, making minimal corrections to the past tense as necessary. For example, if a student says:

study English
I write: studied English

I write each student's response until everyone has answered. Our board looks something like this:

studied English
played tennis
cooked and cleaned my house
visited my uncle
went to church
went to the supermarket

We repeat the phrases together, and then I ask the class as a whole what each student did. I ask:

What did Thu do?
And the class answers: She went to the supermarket.

When we have gone through each member of the class, I ask if there are questions. After answering questions, we repeat the phrases again. I find this exercise useful as an introduction to the past tense, because it is simple and practices words that describe everyday actions, words that later will be useful in describing life in the student's native country.

Irregular verbs can confuse and frustrate English language students. The irregular verbs that are taught in this exercise are ones commonly used. It is better to begin gradually with the irregular verbs so as not to overwhelm the student. (Of course, there are always highly motivated students who will arrive in class with a list of all the irregular verbs and are ready to recite them. For them as well, I find that teaching the verbs in a useful, everyday context makes for easier fluency.)

GROUNDWORK EXERCISES - WRITING ASSIGNMENTS

I assign writing assignments to be completed at home. I follow these basic guidelines:

a) **keep assignments simple** - I begin by asking students to write five sentences about themselves.

b) **keep assignments open** - This allows for students to be as simple or complex as they wish. The assignment might be completed simply with:

My name is Lan. I am from Vietnam. I am married.
I have three children. I live in Upper Darby.

c) **give plenty of time** - I assign written homework over the weekend so that students will be sure to have enough time to complete it.

d) **keep corrections to a minimum** - I correct sentences only to the point of being understandable if further corrections will likely overwhelm a student. It is the meaning that is most important with beginning students.

As the class progresses and we study different grammar and vocabulary, the writing assignments give students the chance to practice at home and in their own time. I am preparing them for the oral history assignments which I ask for first in written form.

SAMPLE WRITING ASSIGNMENTS TO HELP STUDENTS PREPARE FOR ORAL HISTORIES

Before you assign personal history assignments, present your student with one or more sample stories from other sources. These stories can be presented orally or in written form (see *The Language Experience Approach* chapter of ***A Guide for the Volunteer Tutor*** for ideas for sample stories and topics).

The following sample assignments are to be given after the students are familiar with writing the basic vocabulary and grammar necessary to complete them. Introduce the topics with pictures, exercises from English Language textbooks, etc.

Assignment 1: Write five sentences about yourself.

Talk about yourself as an example for the first assignment:

My name is Alison. I am from Washington, D.C.
I live in Philadelphia. I am married.
I have two daughters. I work in Upper Darby. etc.

Assignment 2: Write five sentences about a friend.

Talk about a student or a mutual acquaintance or bring in a picture:

Her name is Liz. She is beautiful. She has two
children. She is my friend. She works in a store.
She likes to cook. Her husband is a teacher.
I write letters to her and talk to her on the telephone. etc.

Assignment 3: Write five or more sentences about your house or apartment.

There is a great deal of vocabulary related to houses and apartments, and most beginning English language textbooks have sections you can refer to for exercises. Depending on your student's level, you can find exercises from basic furniture names to understanding rental agreements. What you use will be determined by your student's needs. For a simple exercise, bring in a picture of a house or apartment and talk about it:

My apartment has four rooms. There is one bathroom.
The kitchen is small. There is a T.V. in the living room.
There are chairs and a table in the dining room.
I live with my husband. etc.

With these models in mind, students will feel more at ease with beginning to write. If they are having trouble starting, they can use each sentence in the story as a point of departure for their own histories.

ELICITING ORAL HISTORIES

There are many different ways to lead into relating personal histories. Ask your student:

What did you do before class?
What did you eat for breakfast?
What time did you leave your house?
What time did you go to sleep last night? etc.

At the end of each week, ask your student to write or tell what he did during the week. Ask your student to bring in pictures of his family and tell about the people in the picture (you may want to bring in some of your own as well). Ask questions such as:

Was he a tall man?
Did she live with your family?
Is he still alive?
When did she die?
Where did they live?
How old was he when he got married?
What was his job? etc.

Ask your student to bring in pictures of himself (if he did not bring any in with those of his family) and ask:

How old were you?
Where did you live?
What was your job?
What year was this taken? etc.

Once students are comfortable with the past tense, relating everyday events, and completing simple writing assignments, they are ready to write and tell their personal histories. I ask my students to give their histories in written form. This helps them to organize their thoughts. We practice with their completed written assignments before presenting their histories orally to the class. My students are often nervous about speaking before the class and are glad to have written and rehearsed their stories.

In a tutorial situation you will have more opportunities for personal attention as well as a more informal class situation. You may find the added step of writing out the histories unnecessary. You may wish to tape record your student's oral history to help you identify areas of grammatical weakness. Tape recording has the added benefit

of allowing the student to hear his English pronunciation. He may not be aware of how clearly (or unclearly) he speaks.

USING COMPLETED ASSIGNMENTS TO CREATE A LESSON THAT MEETS THE STUDENT'S NEEDS

Once students begin to complete oral histories, their assignments can be used to create in-class exercises based on their interests and weak points in English. Mistakes in grammar usage show the teacher the types of grammar exercises that would benefit the student.

The student's assignments can be used for many exercises. Here are some common ones:

1) changing present to past tense
2) learning words and their opposites
3) understanding words through root words
4) using new vocabulary through cloze exercises
5) learning word order by unscrambling sentences
6) asking and answering questions about stories and expanding on topics covered with conversation.

The following examples show how a single assignment can be made into a lesson that focuses on a student's specific areas of weakness:

ASSIGNMENT: Write five or more sentences about your grandmother.

Your student writes:

My Grandmother

My grandmother she not worked. She only taked care the babies. Everyday she very hard worked. She cook, cleaned at the her house. She is a very strong woman. She very love me. My mother she also work. She helped my grandmother but now my grandmother she die and everybody very sad. Everyday my mother she think very sad. I think very sad too.

There are several grammar mistakes in this assignment that show the tutor what the student needs to study further. Here are some exercises drawn from the text of the assignment that practice these areas of weakness:

SUBSTITUTE A PRONOUN FOR THE NOUN IN THESE SENTENCES

EXAMPLE:

My grandmother was a housewife. She was a housewife.

Explain: my grandmother=she

1) My grandmother cooked at her house. _____
2) My mother helped clean. _____
3) My father is very strong. _____
4) My parents lived in Ukraine. _____
5) Chau and Van are from Vietnam. _____
6) My family came to the U.S. in 1991. _____
7) The teacher is from Philadelphia. _____
8) (student's name) is a good student. _____
9) This book is mine. _____

CROSS OUT ONE WORD AND WRITE THE NEW SENTENCE

EXAMPLE:

Mary she also worked. Mary also worked. or
Mary she also worked. She also worked.

Explain: Mary=she

1) Jim he is a teacher. _____
2) Jonna she likes tea. _____
3) Grandmother she cooked everyday. _____
4) Olga she studies English. _____
5) Binh he looks tired today. _____

MATCH THE PRESENT TENSE WITH THE PAST TENSE OF THESE VERBS
(note that these are words from the student's story)

1) work	_____	loved
2) take	_____	was
3) cook	_____	thought
4) clean	_____	worked
5) is	_____	died
6) love	_____	helped
7) help	_____	cleaned
8) die	_____	took
9) think	_____	cooked

UNSCRAMBLE THESE SENTENCES

EXAMPLE:

Chinese like I food much very. I like Chinese food very much.

1) to go not I yesterday did school.
2) not did work My grandmother.
3) very She me loved much.
4) cold very is Philadelphia.
5) sad very Everybody was.

FILL IN THE BLANKS WITH THE CORRECT WORDS

was did died took was was was much
mother worked of worked very cooked

My grandmother _____ not work. She only _____ care____ the babies. Everyday, she _____ very hard. She _____ and cleaned at her house. She _____ a very strong woman. She loved me _____ _____. My _____ also _____. She helped my grandmother, but my grandmother _____ and everybody _____ very sad. Everyday my mother _____ very sad. I _____ very sad, too.

CHANGE THE SENTENCE TO THE PAST TENSE

Say a sentence in the present tense, and have the student repeat the sentence in the past tense. Begin with sentences from the student's assignment.

EXAMPLE:

You say: She helps my grandmother.
Your student says: She helped my grandmother.

After you have used the sentences from the assignment, use vocabulary learned in class:

You say: I am a student.
Your student says: I was a student. etc.

MAKE A SENTENCE USING THESE WORDS

Give the student two words at a time and ask him to make a sentence orally. Start with words from the story:

EXAMPLES: grandmother, babies
My grandmother loved babies.

she, house
She had a big house. etc.

Then expand the exercise to include vocabulary used in class:

I, Upper Darby
never, eat
want, family
before, class etc.

FILL IN THE CORRECT ADVERB OF FREQUENCY

never rarely sometimes often always

1) My grandmother was _____ kind.
2) She _____ got angry.
3) She _____ cooked Vietnamese food.
4) She _____ worked outside the home.
5) She was _____ busy.

Ask questions about the student's assignment to practice answering questions and to expand upon the topics through conversation (Of course, not all students will be able to participate in advanced conversation). You may wish to use questions like these as further oral history assignments.

Where did your grandmother live?
How many children did she have?
How old were you when she died?
Is your mother still alive?
Does your mother live with you in America?
Is your mother a housewife, too?
Do women in your country work outside their homes?

It is frequently difficult for ESL students when confronted to respond to opinion questions (especially abstract ones). However, more advanced students may be asked questions such as the following:

In America, many women work outside their homes. What do you think about this?

Many young American children go to daycare while both parents work. Do you think this is good for children? Why or why not?

Do grandparents live with their children's families in your country? Is this good or hard for the children and grandchildren?

The following exercises can also be used to expand on what was written by the student. Before doing these exercises, be sure to introduce any new vocabulary:

MATCH THE WORD WITH ITS OPPOSITE

1) hard	_____	dirty
2) strong	_____	sad
3) clean	_____	played
4) happy	_____	easy
5) worked	_____	weak

Introduce the word "pack" and show how it is contained within the following words. Then explain how knowing the root word or knowing both words in a compound word can help to decipher meaning.

EXAMPLE:

packed unpack package

UNDERLINE THE ROOT WORD WITHIN THE FOLLOWING WORDS

cleaned cleaning cleanliness
grandmother motherhood mothering
worked worker workable

After introducing new vocabulary, give an assignment such as the following. You may wish to do the assignment with your student. If you do it together, ask your student first to circle all of the verbs. Then go over each verb in its past tense before asking your student to write the story in the past tense.

WRITE THE FOLLOWING STORY IN THE PAST TENSE

My brother lives in California. He works in a restaurant. He is a cook. He is married and has two children. My family visits him in August. We take a train to the airport and fly to Los Angeles. My brother meets us and drives us to his house. We eat a big dinner and talk about our new lives in America. Then we go to sleep, because we are tired from our trip. Usually, we stay in California for a week.

Note the irregular verbs: is - was has - had take - took fly - flew meet - met drive - drove eat - ate go - went are - were

CONCLUSION

Oral history exercises are an ideal way to promote literacy skills and can enrich the content of the lesson. Because it is the student who leads through his words and interests, the direction is exciting and relevant to him. Talking about family and past experiences helps a teacher and student to know each other better. Often, the teacher is the first American with whom the student has ongoing contact, and a positive experience learning English with a teacher interested in him as an individual gives the student confidence. With all students, especially those who are older, talking about what their lives have been up until the present makes the adjustment to lives as new immigrants in America easier.

V. USING THE NEWSPAPER WITH ESL STUDENTS

INTRODUCTION

The local newspaper is an excellent source of material for the ESL classroom. By its very nature it is potentially a wonderful source of information on American culture, society and values, as well as grammar, vocabulary, current events, history, civics and geography. The newspaper can also allow the tutor to assist the student in cultivating personal interests such as art, history, music, sports, and others.

However, due to the difficult grammar, sentence structure and vocabulary, as well as cultural considerations, the local newspaper may prove to be too difficult for the average ESL student. The key to using the newspaper with ESL students is preparation and creativity on the part of the tutor. He or she must present the material in context and in a way which makes it relevant for the student. Though the newspaper can be utilized as is to work on reading comprehension skills, this may actually be its least effective use. The tutor may find it more useful to rewrite difficult sections where necessary and to create activities around useful materials to make them more palatable. The

tutor can tailor material and control vocabulary and grammar by occasionally making these basic changes.

The number and types of lessons to be generated is limitless, depending solely upon the student's level and goals, the tutor's creativity and the time he or she is willing to devote to lesson creation. The tutor should keep in mind that the success or failure of lessons based on the newspaper will depend more on the exercises and activities which he or she creates than the 'difficulty' of the chosen material. If the tutor can develop activities which present and reinforce materials in context and which are appropriate for the student's goals and level, the lesson will likely be successful.

The typical Sunday newspaper, with its cartoons, advertisements, inserts and supplements can be the source of a multitude of possible activities and lessons. Most people probably don't even pay attention to much of its content: ads for jobs, cars and houses, store flyers, coupons, cartoons, travel and fashion supplements, weather forecast, business section, etc. These Sunday extras, however, can be extremely useful in preparing relevant, real life materials for use with ESL students.

As a two-dimensional resource, though, the newspaper lends itself primarily to reading and writing skills. The tutor must make a special effort to integrate and reinforce listening and speaking skills within the activities that are created.

This chapter will focus on locating appropriate materials in the local newspaper, as well as developing and reworking materials so that they are suitable for ESL students. In addition, a variety of

examples have been provided to demonstrate how activities and exercises may be developed from the information that has been found in the newspaper and reworked for ESL students.

SOME POSSIBLE USES IN THE ESL CLASSROOM

There are many possible areas where materials found in the newspaper may be put to use with ESL students. The following box lists a few of the possibilities:

SECTION/MATERIAL	USES
Headlines	Passive Voice; sentence creation
Pictures	Inferring meaning (with headlines and captions)
Help Wanted Ads	Seeking employment; reading comprehension; abbreviations
Real Estate Section	Locating housing; parts of the house; abbreviations; concept of renting
Weather Maps	US geography; reading maps and interpreting symbols
Weather Forecast	Describing weather; comparative form of the adjective; temperature in Fahrenheit
Classified Ads	Alphabetization
Food Section	Cooking; shopping for food
Flyers/Brochures	Comparison shopping; vocabulary acquisition; sales
Coupons	Handling money; saving money; basic math
TV Section	Obtaining information from a chart; future tense

LOCATING AND DEVELOPING MATERIALS

The tutor will undoubtedly discover that many of the most useful materials to be found in the local newspaper -- headlines, pictures, captions, advertisements and graphics -- are generally the most difficult materials to utilize with ESL students due to the complexity of grammar and vocabulary. This limitation, though, should not impede the tutor from using worthwhile real-life materials which may be garnered from the paper.

In utilizing the newspaper as a resource the tutor should, as always, keep in mind the competencies and skills which the student needs to acquire in order to achieve his or her goals. If materials are available in the newspaper which can potentially help the student master these skills, the tutor should make use of them regardless of the level of difficulty.

Once the tutor has located relevant materials, the task becomes somewhat more complicated. At this point the tutor must use the materials to develop exercises and activities for the student. In most cases, however, the materials will not be suitable for ESL students in their original form; the tutor must adapt them so that they may be used with low level ESL students.

There are three basic ways to adapt newspaper materials for use with ESL students: 1) eliminate information that is unneeded or too difficult; 2) rework complicated or confusing materials; and 3) rewrite materials which are appropriate but too difficult. These methods often overlap: some materials may be used after eliminating what is not needed; other useful, but complicated, materials may be reworked

after eliminating unneeded information; finally, after eliminating materials which are not needed, the tutor may have to rewrite information that is useful, yet difficult so that it is better suited for ESL students.

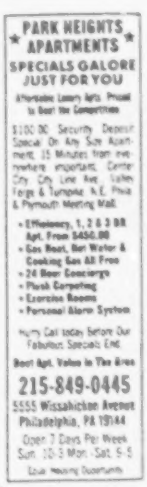
ELIMINATING UNNEEDED INFORMATION

The most basic method of adapting newspaper materials for use with ESL students consists of eliminating information which is too difficult for the student or superfluous to the competency which the tutor is learning. This process is relatively simple. If, for example, the tutor and student are working on the survival competency of locating housing (renting an apartment), he or she may make use of several advertisements found in the real estate section of the paper.

As seen in Example 1 much of the original information found in ads, although complicated, is irrelevant to the low level student's acquisition of the competency:

Example 1:

Before


PARK HEIGHTS APARTMENTS

SPECIALS GALORE JUST FOR YOU

Affordable Luxury Apts. Priced to Beat the Competition

$100.00 Security Deposit Special On Any Size Apartment. 15 Minutes from everywhere important. Center City. City Line Ave. Lights Forge & Turnpike N.E. Phila & Plymouth Meeting Mall.

- Efficiency, 1, 2 & 3 BR Apt. From $450.00
- Gas Heat, Hot Water & Cooking Gas All Free
- 24 Hour Concierge
- Plush Carpeting
- Exercise Rooms
- Personal Alarm System

Hurry Call today Before Our Fabulous Specials End.

Best Apt. Value in The Area

215-849-0445

5555 Wissahickon Avenue
Philadelphia, PA 19144

Open 7 Days Per Week
Sun. 10-3 Mon.-Sat. 9-5

Equal Housing Opportunity

After

PARK HEIGHTS APARTMENTS

- Efficiency, 1, 2 & 3 BR Apt. From $450.00
- Gas Heat, Hot Water & Cooking Gas All Free
- 24 Hour Concierge
- Plush Carpeting
- Exercise Rooms
- Personal Alarm System

Hurry Call today Before Our Fabulous Specials End.

Best Apt. Value in The Area

215-849-0445

5555 Wissahickon Avenue
Philadelphia, PA 19144

Open 7 Days Per Week
Sun. 10-3 Mon.-Sat. 9-5

Equal Housing Opportunity

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Language which is too complicated or unrelated to the competency tends to discourage students and to distract them from the purpose of the lesson. In this case the purpose of the lesson is to assist the student in acquiring basic vocabulary related to apartments (rent, deposit, bedroom, bathrooms, balcony, etc.) and to understand the concept of renting, etc. in the United States.

REWORKING COMPLICATED OR CONFUSING MATERIALS

Occasionally the tutor will find information in the newspaper which is useful, but too complicated for a low level student. As mentioned above, the tutor may choose to eliminate the material which is not needed.

Frequently eliminating superfluous information is all that is needed to make the material suitable for ESL students. In other instances, however, it may be necessary to rework -- eliminating, altering or combining -- information or text so that the tutor may use it with low level students. Headlines, advertisements and picture captions are materials which are useful, but which often need to be reworked when creating activities for ESL students.

In the following example (Example 2) headlines have been cut from the newspaper to develop exercises practicing the passive voice. Difficult language and idioms may be removed; also, parts of headlines can be combined to create new headlines which are more appropriate for the student. As with eliminating information, the tutor's only desire is to present activities in context and to create materials which help the student acquire needed skills.

Example 2:

BEFORE

1) Sailboat found 52 days after it was left adrift

2) Hundreds of Cuban refugees taken to Fla. detention center

3) Man police beat in L.A. is arrested

AFTER

1) Sailboat found 52 days after it left

2) Cuban refugees taken to Fla.

3) Man is arrested in L.A.

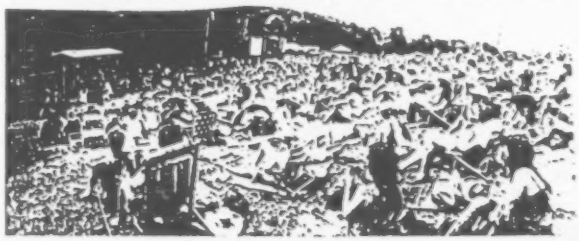
REWRITING MATERIALS

Rewriting materials is the final option when utilizing the newspaper with ESL students. In some cases the tutor may need only to rewrite certain parts which have been eliminated; in other instances the tutor will have to create entirely new text for use with the student. This is particularly true when working with graphics -- pictures, charts, advertisements and captions. Many low level ESL students

have great difficulty in working with these materials AS IS. Fortunately, it is fairly easy to rewrite this information.

The following example (Example 3) consists of a variety of pictures and several possible titles. The student is asked to match the picture to an appropriate caption. As seen, original captions were much too difficult, so they were rewritten.

Example 3: Match the picture to the best title:



Cubans Await Freedom at Guantanamo

Thousands Attend the Philadelphia Folk Festival

Paramedics Assist Accident Victim

Original Captions

1) **Cubans at Guantanamo** hand notes to Navy personnel to get on a list of detainees. The list will inform U.S. leaders of their whereabouts.

2) **Some acts were old, others were new,** but the music was everywhere yesterday as the Philadelphia Folk Festival marked its 33d year at the Old Pool Farm Montgomery County. This scene looks like something from a beach as the sun-drenched crowd hears Cris Williamson and Tret Fure. The festival began F

3) **A man who was pulled from his car and beaten** is escorted to the fire Ambulance by paramedics Joe Gurganus (left) and Steve Calver. It was all in a night's work for the pair, who work a 14 hour shift.

SOME EXAMPLES

The newspaper enables the tutor to work on a variety of reading comprehension skills in context. Maps and other graphics, for instance, allow the tutor to create any number of interesting activities asking the student to relate the written language to symbols, pictures, abbreviations and other non-written clues. The following examples make use of maps and charts which provide information regarding the weather and air fares. The tutor can use this information to create a variety of activities: comparative and superlative adjective forms; weather-related vocabulary; and reading for detail in context. Example 4 and 5 concentrate on comparative and superlative forms of adjectives and ask the student to interpret information and symbols found on maps.

Example 4:

Part 1: Compare the weather in the following cities:

U.S. CITIES

	YESTERDAY	TODAY
Albany, N.Y.	43/25/pc	38/28/sf
Anchorage, Alak.	30/14/s	34/26/pc
Atlanta	50/47/sh	56/37/pc
Baltimore	50/39/pc	41/36/r
Boston	48/33/s	38/25/c
Buffalo	43/28/c	39/26/sn
Charleston, S.C.	64/50/r	64/44/r
Chicago	43/35/c	37/27/sn
Cincinnati	46/38/sh	40/29/r
Cleveland	42/34/c	39/27/s
Dallas	56/40/pc	58/39/pc
Denver	46/25/s	48/26/s
Des Moines	36/34/r	39/26/c
Detroit	45/35/sh	36/28/sn
Honolulu	82/68/pc	80/68/pc
Houston	70/50/s	67/41/s
Indianapolis	45/38/c	38/29/sn
Jacksonville	76/60/pc	71/44/s
Kansas City, Mo.	38/34/r	40/29/sf
Las Vegas	65/42/s	69/43/s
Los Angeles	68/51/pc	73/52/s
Memphis, Tenn.	55/46/c	48/37/c
Miami	81/68/pc	79/68/sh
Minneapolis	44/30/s	43/23/c
New Orleans	65/58/sh	64/45/s
New York	47/35/pc	40/33/r
Orlando	83/69/pc	72/55/s
Phoenix	71/48/s	76/52/s
Portland, Maine	44/20/s	39/21/s
St. Louis	38/37/r	38/28/sn
Salt Lake City	43/26/s	45/28/pc
San Diego	64/55/pc	71/53/s
San Francisco	62/52/sh	62/45/s
Seattle	55/40/r	54/43/r
Tampa, Fla.	80/62/pc	71/50/s
Washington	54/41/c	42/38/r

1. What's the weather like in Boston?
2. Is it hotter in Miami than in Orlando?
3. Is it colder in Denver than in Dallas?
4. What's the hottest city in the U.S.?
5. What's the coldest city in the U.S.?

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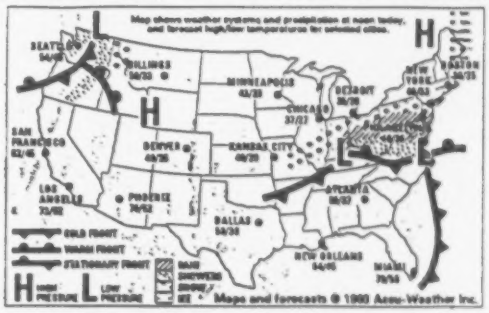
Part 2: Look at the map and answer the following questions:

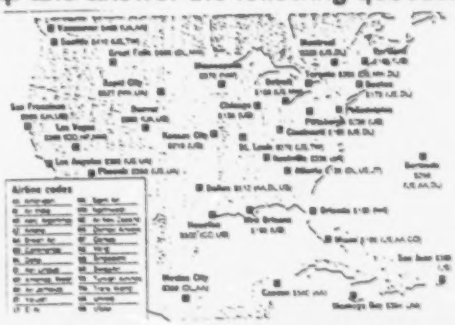


1) What's the weather like in New Orleans?
2) Is it going to be hot in Philadelphia?
3) True or False? Phoenix will be hotter than Chicago?
4) It will be (warmer/cooler) in Denver than in Los Angeles.
5) What will the high temperature be in Boston?
6) It will be rainy in _____.

As seen in Part 1 above the tutor may choose to choose a uniform format to questions (multiple choice, true/false, cloze, etc.) or may vary the format according to the student's needs and level (as seen in Part 2). The following exercise makes use of multiple choice, true/false and cloze exercises.

Example 5:

Look at the map and answer the following questions (orally):



1) How much does it cost to fly from Philadelphia to Miami?
2) It costs $_____ to fly from Philadelphia to Boston.
3) United Airlines (flies/doesn't fly) from Phila. to Houston.
4) It costs $175 to fly to Pittsburgh from Philadelphia. True or False?
5) What airlines fly from Philadelphia to Chicago?

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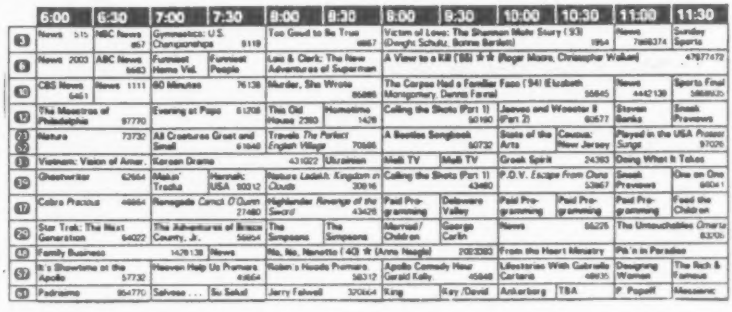
Another possible reading comprehension and grammar activity may be created using the TV schedule found in many newspapers. This activity, as demonstrated in Example 6, asks the student to answer questions in the context of time and the 'going to' form of the future to discuss plans.

Example 6:
Look at the information and answer the questions.



	6:00	6:30	7:00	7:30	8:00	8:30	9:00	9:30	10:00	10:30	11:00	11:30
3	News 315	NBC News 857	Gymnastics: U.S. Championships 9119		Too Good to Be True 6857		Victim of Love: The Shannon Mohr Story (93) (Dwight Schultz, Bonnie Bartlett) 1994				News 7866374	Sunday Sports
6	News 2003	ABC News 6663	Funniest Home Vid.	Funniest People	Lois & Clark: The New Adventures of Superman		A View to a Kill (85) ☆☆ (Roger Moore, Christopher Walken) 47977472					
10	CBS News 6461	News 1111	60 Minutes 76138		Murder, She Wrote 86886		The Corpse Had a Familiar Face (94) Elizabeth Montgomery, Dennis Farrell 58545				News 4442139	Sports Final 5868620
13	The Maestros of Philadelphia 87770		Evening at Pops 83708		This Old House 2383	Humanime 1428	Calling the Shots (Part 1) 50190		Jeeves and Wooster II (Part 2) 63677		Steven Banks	Sneak Previews
23 (36)	Nature 73732		All Creatures Great and Small 61848		Travels The Perfect English Village 70586		A Beatles Songbook 50732		Scots of the Arts	Census: New Jersey	Played in the USA Prosor Sungz	97026
33	Vietnam: Vision of Amer.		Korean Drama		431022	Ukrainian	Moth TV	Moth TV	Greek Spirit 24383		Doing What It Takes	
35	Ghostwriter 62664		Makin' Tracks	Hannah: USA 80312	Nature Ladakh: Kingdom in Clouds 30916		Calling the Shots (Part 1) 43480		P.O.V. Escape From Ours 53867		Sneak Previews	Ode on Ono 66041
17	Cobra Prazaut 46664		Renegade Carrack O'Quinn 27480		Highlander: Revenge of the Sword 43426		Paid Programming	Delaware Valley	Paid Programming	Paid Programming	Paid Programming	Feed the Children
29	Star Trek: The Next Generation 64022		The Adventures of Brisco County, Jr. 58654		The Simpsons	The Simpsons	Married/ Children	George Carlin	News 86225		The Untouchables Omerta 83701	
43	Family Business		1428138	News	Ma, Ma, Nanette (40) ☆ (Anna Neagle) 2023383				From the Heart Ministry		Pik'n in Paradise	
57	It's Showtime at the Apollo 57732		Heaven Help Us Premiere 49664		Robin's Hoods Premiere 58312		Apollo Comedy Hour Gerald Kelly 45848		Milestones With Gabriella Cariana 68635		Designing Women	The Rich & Famous
51	Padrisima 954770		Salvese . . .	Su Salud	Jerry Falwell 370664		King	Kay /David	Ankerberg	TBA	P. Popoff	Messenc

1) What are you going to watch at 6:00?
2) Are you going to watch the baseball game on channel 17?
3) What are you going to watch at 10:00?
4) True or False? There is a movie at 8:00 on channel 6.
5) Are you going to watch the movie?

The ability to skim and scan written materials quickly and to infer meaning from context is yet another important reading comprehension skill for adult learners. In the following example the student is asked to skim short reading passages quickly and to locate an appropriate title from a list of possible titles. This exercise also assists students to develop their ability in finding the main idea of written materials.

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Example 8:
Read the stories quickly at find an appropriate title.

Festival to mark anniversary

The city Department of Recreation will begin its Twilight Basketball League at 10 p.m. tomorrow at the Gathers Recreation Center, 25th and Diamond Streets. This will be the first center opened by the department, in conjunction with the Department of Human Services and the Father's Day Rally Committee. The league will serve players 18 years and older. It will operate from 10 p.m. to 2 a.m. Mondays and Tuesdays.

Night basketball league to make debut in N. Phila.

Eight people have been charged with conspiring to distribute cocaine and crack in a North Philadelphia organization that used sophisticated methods to take orders from customers and deliver the drugs, prosecutors said.

8 accused of distributing crack cocaine in N. Phila.

Allegheny West, in North Philadelphia, will celebrate "community day" Saturday with everything from talent shows to pony rides.

On 22nd Street between Allegheny and Lehigh avenues, there will be a sidewalk sale, bands, drill teams, church choirs and a parade.

The final example provides some ideas on how the tutor can go about rewriting a newspaper story for use with a student of limited English proficiency. There are four basic steps which he or she should follow:

1) Locate a story which is current and relevant to the student's daily life.

2) Do not make use of the whole article; the first two or three paragraphs will usually suffice.

3) Rewrite the main ideas of the story using appropriate vocabulary, grammar and sentence structure.

4) Create activities to reinforce meaning of reading passage; develop exercises to test reading comprehension.

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Example 9:

Original Article

Weather respite left region out in the cool

Forecasters called for 100-degree heat. Instead, a sea breeze made the day quite bearable.

By Anthony R. Wood and Marc Kaufman
INQUIRER STAFF WRITERS

It a development that caught meteorologists — not to mention school officials — by surprise, temperatures yesterday were stunningly normal.

On a day when a heat warning had been posted for a high of 100 degrees, prompting many schools to cancel afternoon classes, the official temperature in Philadelphia crested at a comfortable 82.

Forecasters said that a colossal sea breeze capped temperatures below 90 for the first time since Sunday.

"We're starting to inhale a little bit," said Jim Eberwine, a meteorologist with the National Weather Service in Mount Holly.

But the respite could be brief. The heat is expected to return today and continue through the weekend, when temperatures could reach the

See WEATHER on B4

Rewritten Article

After Wednesday's temperature hit 100 degrees, everyone was surprised when yesterday's temperatures were very normal. The weather report gave a heat warning for a high of 100 degrees. For this reason many schools canceled afternoon classes for Thursday. But the official high temperature for Philadelphia yesterday was a comfortable 82 degrees. This happened because winds from the sea held the temperature below 90 degrees for the first time since Sunday. But the break might be short. The heat will probably return today and will continue through the weekend. The temperature for Saturday and Sunday might stay in the mid-90s.

Possible Exercise Formats

1) Reading for Detail (Fill in the Blanks)
The high temperature on Thursday was _____.

2) Reading for Detail (Multiple Choice)
Thursday's temperature was cool because
a. it rained a lot.
b. cool air came in from the sea.
c. the city is near the mountains
d. it is never hot two days in a row.

3) Inference (Multiple Choice)
A temperature in the 'mid 90s' would be:
a. 91 degrees b. 95 degrees c. 99 degrees d. 100 degrees

4) Inference (True/False)
_____ Thursday's weather was more comfortable than Wednesday's weather.

5) Vocabulary in Context (Multiple Choice)
The word 'cancel' in line 4 probably means:
a. make longer b. changed to evening c. not met

6) Prediction (Discussion)
What would be a good activity to plan for the weekend?

CONCLUSION

The local newspaper provides the tutor with a ready-made source of information and materials for use with ESL students. In most cases,

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however, these materials must be altered, reworked or rewritten so that they are appropriate for low level students. The tutor should not hesitate to incorporate any materials found in the newspaper which would help the student acquire needed skills. It is the tutor's responsibility, though, to utilize these materials to develop and create activities which help students achieve their goals.

* Please note that the newspaper materials which appear in this chapter were taken from a variety of newspapers over the past 3 years including the Philadelphia Inquirer and Daily News.

VI. PREPARING THE STUDENT FOR EMPLOYMENT

INTRODUCTION

Tutors and students alike must learn to view the concept of 'finding a job' as a process which does not exist as an end to itself. While there are work-specific competencies which are certainly advantageous in helping the student get a job, there are also several levels of knowledge, and a variety of skills and competencies, which are required to locate, secure and maintain employment.

Work-specific competencies are those which enable the student to perform a particular occupation. Competencies include the ability to use a computer, typing skills, experience operating heavy machinery and so on. It is usually beyond the scope of the average tutor to assist students with these work-specific skills. The tutor can, however, provide the student with a better general understanding of how to find work and communicate on the job.

In other words, ESL students (and many native English speakers, as well) do not only require job-specific skills to find employment.

They must also possess three general abilities: 1) the ability to find a job opportunity; 2) the ability to get a job; and 3) the ability to communicate effectively within a job once it has been secured.

The tutor first must assist the student in establishing realistic employment goals. Practical goals should be based on the student's level of education, experience, interests and personal needs. Thereafter the tutor needs to help the student to master the basic language, grammar, vocabulary and basic work related skills required to attain his or her goals.

A particularly effective method of teaching employment skills to ESL students involves integrating the language skills the student lacks with the basic work-related instruction which he or she needs. Although establishing goals beforehand and developing materials which reinforce the student's goals and integrate language and employment skills may prove time-consuming, it will likely prove most successful.

Students, in addition, must become familiar with the different cultural variations that surround the idea of 'work' in the United States. Concepts such as punctuality, hygiene, customer satisfaction, etc. are frequently foreign to many of our students.

Any ESL course or tutoring program that pretends to provide students with effective pre-vocational skills instruction must focus on a number of competencies including: career awareness; finding a job; filling out applications; interviewing for a job; accepting employment; basic work safety and accidents; asking questions and following directions; making and handling money; and leaving a job.

For the sake of order and simplicity, these skills may be broken down into separate skill areas or competencies. Each competency can form an independent module of instruction taking anywhere from 10 to 25 hours to complete. In each module, the student may demonstrate competency by carrying out a series of tasks which comprise each skill area.

1. Defining Employment Goals/Choosing a Career

The first module of pre-vocational ESL instruction should consist of developing the student's awareness of employment preferences, as well as the different jobs and careers available. At this initial stage the tutor should assist the student in determining his or her likes and dislikes, skills and values.

The tutor may help to student to define likes and dislikes quite easily by utilizing a series of pictures cut from magazines or a set of flash cards. In this way the student not only learns the names of different occupations, but also is asked to express preferences for certain jobs or activities. As seen in Example 1, this activity can also be made to link with a grammar exercise (reinforcing the simple present and infinitive forms) as the tutor asks the student to identify activities that he or she likes or doesn't like.

Example 1:

to cook to clean to paint to use computers
to sew to fix things to build things

I like _____.

I don't like _____.

When working with this type of drill, remember to preview all vocabulary prior to beginning and to introduce the models ('I like...', 'I don't like ...') in context -- possibly a conversation or a role play in this case.

A similar exercise using flash cards or pictures is also useful in identifying work-related skills. In Example 2 the student masters the modal form 'can' and the non-infinitive form of the main verb to express ability. The actions or verbs may be given to the student as pictures or in written form depending on the level of student and the tutor's preference. In this manner the student learns to express job-related skills. After previewing vocabulary, this exercise can also be used in a question format asking the student to identify his or her abilities.

Example 2:

cook sew paint use a computer repair cars
type sell things make furniture clean houses

I can _____.

I can't _____.

The student may learn to express values sought in employment through the same process. The difficulty here, however, is in providing the student with a clear understanding of some of the more abstract values such as working independently, having responsibility, etc. Most values, though, can be demonstrated using pictures, gestures or brief descriptions. In Example 3, the tutor once again makes use of the simple present tense form of two basic verbs and the infinitive form.

Example 3:

to make a lot of money	to work outside	to have a business
to have good benefits	to be a boss	to work with my hands

I want _____.

I would like _____.

I don't want _____.

I wouldn't like _____.

After previewing vocabulary and completing some introductory exercises such as those above, the tutor can assist the student in completing a basic survey form which notes preferences, skills and values. This form, found in Example 4, can serve as reinforcement of the grammar and vocabulary introduced previously.

Example 4:

VOCATIONAL INTEREST SURVEY

1) Check three (3) of the following jobs that you like the best:

___ sewing machine operator	___ computer operator
___ carpenter	___ secretary
___ laboratory technician	___ sales person
___ teacher/professor	___ housekeeping/cleaning
___ machine operator	___ receptionist
___ accountant/bookkeeper	___ construction worker
___ farmer/gardener	___ hair stylist
___ doctor/dentist	___ electronics technician
___ truck driver	___ waiter/waitress
___ food service worker	___ engineer
___ electrician	___ medical/dental asst.
___ landscaping	___ scientist
___ cook/food preparation	___ store clerk/cashier
___ auto mechanic	___ factory/assembly work
___ musician	___ nurse
___ artist/photographer	___ business manager
___ counselor/social worker	___ other (list)_____
___ tailor	_____

2) Check your three (3) strongest abilities:

___ working well with people	___ helping other people
___ using machines or tools	___ organizing information
___ working with numbers	___ typing/using computers
___ supervising people	___ working with your hands
___ repairing things	___ drawing/painting
___ selling a product	___ mathematics
___ writing/speaking	___ putting things together
___ music/dancing/acting	___ designing/planning
___ science	___ following instructions
___ solving problems	___ other_____
___ creativity	_____

3) Choose the three (3) most important qualities that you would prefer in a job:

___ interesting work	___ job security
___ helping people	___ good salary
___ physical work	___ respect/prestige
___ good benefits	___ important work
___ working with your hands	___ room for advancement
___ outdoor work	___ different and varied work
___ leadership position	___ working independently
___ requires creativity	___ other_____
___ working with your mind	_____

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2. Cultural Considerations

Depending on where the student comes from, the tutor may need to review a number of employment-related concepts which have cultural implications. Possible topics include dressing for a job interview, grooming, job evaluations, accepting criticism, punctuality, customer service and getting along with co-workers.

Grooming and proper dress can be presented visually by utilizing a set of pictures cut from magazines showing individuals dressed differently and a list of various organizations. Before beginning, the tutor should review the job titles listed. Names of clothing should be taught (or reviewed if studied previously). The tutor then asks the student to match appropriate attire with the various occupations.

Example 5:

1) A construction worker wears _____.

2) A cook wears _____.

3) A business man wears _____.

4) A policeman wears _____.

Punctuality is related directly to time and the student's regard for time. The tutor may find it appropriate to introduce punctuality indirectly through an exercise focusing on routines, the simple present tense, adverbs of frequency and time. Although this appears to be a

simple grammar exercise, it allows the tutor to emphasize budgeting time and the need to arrive "on time."

Example 6:

always sometimes usually never often rarely

Complete the following sentences using an adverb and a time.

1) I _____ wake up at _____.
2) I _____ eat breakfast at _____.
3) I _____ leave for work (school) at _____.
4) I _____ arrive at work (school) at _____.
5) I _____ on time.

Other cultural considerations appear more sharply in differences in language and interpretation than in culture extensively. One example involves getting along with co-workers. Once the student possesses the language tools to communicate with workmates and understands the limits of accepted conversation, he or she will have little problem in this area. In the following example, the tutor works on simple past and future tense verbs to ask co-workers about their plans for the weekend. This exercise, like many others in this section, may be adapted for use in a role play.

Example 7:

Employee 1: Thank God it's Friday.

Employee 2: What are you going to do this weekend.

Employee 1: My family and I are going _____. How about you?

Employee 2: I (we) _____ last weekend. This weekend I'm (we're) going to _____.

3. Finding a Job

Instruction should focus on four general methods of locating job openings -- networking, friends and family, using the newspaper and 'foot work.' In addition, the tutor should encourage the student to develop a plan which includes specific information about searching for employment in an occupation which the student identified above.

Networking and accessing family and friends consist of the same basic skills: developing and utilizing contacts to locate job opportunities. The newspaper is another common source of locating job opportunities. The tutor can develop a set of exercises around skills which will aid the student in reading and understanding "help wanted" advertisements. These skills include recognizing alphabetization patterns, understanding abbreviations, and inferring meaning from context.

When working with the newspaper, emphasis should also be placed on understanding related vocabulary (job titles, responsibilities, salary, benefits, location, contact person, etc.). Tutors can help students make appropriate decisions about available employment opportunities in context. Example 8 provides a sample reading comprehension exercise based on abbreviations and other information found in basic help wanted ads.

Example 8:

JANITORIAL-PT office cleaning pos. M-W-F eves. 6:30-10:30pm or 7-11pm. Ideal pos. for college student or senior citizen. Must have refs. Send letter resume to: Nancy Beck, Office Mgr., PO Box 1203, Blue Bell, PA 19422.

1. True or False? The job is full time.
2. How many hours will you work per week in this job?
3. How can you apply for this job?
4. Is the job in the morning or evening?
5. What do you think the salary is for this job?

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Preparing a resume need not be an overwhelming task. The emphasis, though, should be placed on making personal aspects more relevant (more contextually appropriate). Educational and prior employment information, in particular, should be presented in a way which is intelligible to an average employer in the United States. As seen in Example 9, several simple exercises utilizing the past tense and focusing on personal information can be used to gather the information needed for a resume. For more advanced students, writing cover letters may also be appropriate at this stage.

Example 9:

Complete the following sentences.

1. Before I came to the United States, I worked as a _____.
2. I went to school for _____ years in my country.
3. When I was a ___job___, I had to ___duties___.
4. I studied _____ in school.
5. After high school I went to _____.
6. I graduated from the university in _____.
7. I have _____ years experience as a ___job___.

4. Filling out Applications

In order to complete job applications adequately, the student will need to provide basic personal information, educational information, prior employment experience and references in written form. Each of these components can be broken down into a separate exercise. Personal, educational and prior employment information can be obtained as seen in Example 9. The tutor can focus on the present perfect and past tense form of the verb and prepositions of time (for, since, from, to, etc.).

Example 10:

Personal Information

1. I have lived in the United States for _____ months.
2. I have been married since _____.
3. I worked as a _____ for _____ years.
4. I went to _____ High School in _____ for _____ years.
5. I have studied English for _____ months.
6. I finished technical school in _____.
7. From _____ to _____ I worked as a _____.

After the student has been able to gather the information needed to fill out an application, the tutor should begin with a simplified form. Real, progressively more difficult, application forms may then be used with the student. The emphasis here, as in preparation of a resume, must be on presenting inherently awkward information -- names of schools, positions and companies in a foreign country -- in a manner which is readily understood by the average American employer.

Example 11:

APPLICATION FOR EMPLOYMENT

Name: _____ Date: _____
Last First Middle

Address: _____
Number Street City State Zip

Place of Birth: _____ Date of Birth: _____ Social Security #:_____

EDUCATION	Name	Address	From/To	Diploma
Elementary School				
High School				
College				
Technical School				

EMPLOYMENT Name of Company	Position	From/To	Duties

5. Interviewing for a Job

Interviewing for employment may be the single most threatening aspect of seeking a job for non-native English speakers. This fear can only be overcome with time, patience and increased knowledge of the English language. A tutor can help even a low-level student in preparing for job interviews, however. The key at job interviews, for native and non-native English speakers, is preparation and anticipation of possible questions and answers. Areas of importance include responding to and giving basic greetings, providing personal information orally, asking questions and obtaining information about a position, benefits, etc.

Greetings are dealt with effectively with role plays. Initially, the tutor may provide the student with a worksheet containing possible greetings and necessary information. After previewing new vocabulary and related expressions, the tutor and student must use a simple repetition drill to practice greetings as demonstrated in Example 12. Even common, time-worn salutations such as 'Nice to meet you' will make a good impression on a potential boss; anything is better than awkward silence.

Example 12:

Interviewer:	Good Morning. I'm Charles Norris.
Student:	Nice to meet you. My name is Bao Nguyen.
Interviewer:	How do you do. I'm Charles Norris.
Student:	Good morning Mr. Norris. I'm Bao Nguyen.
Interviewer:	Welcome to CJN Prodcuts. Please have a seat.
Student:	Thank you. My name is Bao Nguyen. I'm very happy to meet you.

Providing personal information orally and interviewing in general are also handled effectively through role plays. At first tutor and student may choose to work with a script which contains pertinent information which the student provided in previous examples. These facts may also be obtained straight from the job application which the student has filled out (as in Example 11) or may be placed on index cards, which the student can utilize at an actual interview.

As many native English speakers have learned, it is also beneficial to display an interest in a potential employer and to ask questions regarding the position available, schedule, benefits, etc. In addition, many employers ask that dreaded question, "Why do you want to work here?" Expressing oneself in this context may be especially daunting for a limited English speaker.

This problem can be remedied through preparation. Role playing, for example, can allow the tutor and student to practice sample dialogues built around possible questions and concerns which the student may have. Example 13 provides a matching exercise which the tutor might use to introduce some of the concepts which are important at this stage of the interviewing process.

Example 13:

Match the applicant's question with the appropriate answer.

What benefits do you offer?	We make many different products, such as desks and cabinets.
What kind of products do you make?	About 60 people work at this site.
How many people work here?	We provide paid vacation and sick time, health insurance and a pension plan.

6. Asking Questions and Following Directions

Many limited English speakers are hesitant to voice their opinions or make inquiries on the job. Although language barriers are the primary problem, immigrants are also afraid to offend or anger their co-workers or supervisors. Integral communication needs at work include the ability to ask and answer questions and to understand imperative forms such as work-related directions and instructions. The ability to ask questions and follow directions will prove helpful to the student in a variety of ways -- clarifying work rules and responsibilities, understanding expectations, chains of command and routines, avoiding accidents, etc.

ESL students must be taught that asking questions is generally not a negative trait, but the sign of an interested employee. As noted previously, question formation is a sticking point even for more advanced students. As seen in the following example the tutor may choose to focus on the two kinds of basic questions (Yes/No and Information questions) and the short answer to questions in employment context.

Example 14:

Examples:	Can you work overtime?	Yes, I can.
	How much overtime can you work?	An hour or two.

1. Do you need some help?
2. What time should I come in tomorrow?
3. How do you use this machine?
4. Do I have to wear safety glasses?
5. Where's the supervisor?
6. Can you give me a hand?

Another possible way of dealing with asking questions involves the use of indirect questions and reported to speech. As demonstrated in Example 15, indirect questions are generally more polite and appropriate in the work place; reported speech can be used effectively to clarify information.

Example 15:

Listen to the question and form an indirect question with 'Do you know...'

Direct	Indirect
1. Where's the hammer?	Do you know where the hammer is?
2. Who's the shift supervisor?	
3. What time can I go home?	
4. How can I fix this machine?	
5. Why do I have to wear gloves?	

The student must also understand work-related commands. In addition, he or she must learn to form simple polite imperatives to request assistance from co-workers an demonstrated in the following example. The tutor may also decide to distinguish between polite and impolite imperative forms.

Example 16:

Listen to the sentence and form an imperative

Teacher says:	Student says:
1. I want you to help me.	Please help me.
2. I want you to turn off the press.	
3. I want you to give me a hand.	
4. I don't want you to take a break.	
5. I don't want you to work too hard.	

7. Making and Handling Money

In most instances the student who wants to work will have a basic understanding of money. Assuming that the student understands numbers, the tutor can concentrate on working with them in the context of employment – calculating salary, overtime, taxes and deductions.

Each of these calculations can be taught simultaneously by utilizing a sample paycheck such as that found in Example 17. The tutor should begin by previewing new vocabulary and explaining abbreviations -- the tutor should explain concepts such as social security, state and federal taxes, pension plans, union dues, gross salary, etc. as fully as possible before beginning with actual calculations.

Initially the tutor may work with the student on reading comprehension skills in the context of the paycheck. After the student has mastered the new vocabulary and its meaning, the student can begin to work on actual calculations.

Example 17:

Chang, Lan 134-87-9093 06/30/94

Pay Period Ending 6/22/94		Deductions		Year-to-Date	
80 hours Regular	$560	Fed Tax	$23	Gross	$8657
6 hours Overtime	$ 72	State Tax	$16	Fed Tax	$ 298
Other	00	Soc. Sec.	$45	State Tax	$ 196
		Pension	$32	Soc. Sec.	$ 605
				Pension	$ 408
Gross Pay	$632	Total	$116	Net Pay	$516

1. What is the employee's name?
2. How many hours did she work?
3. Did she work any overtime?
4. How much Social Security tax did she pay?
5. What was her gross pay?
6. What does gross pay mean?
7. What is her Social Security #?
8. Did she pay more state tax or federal tax?

CONCLUSION

Preparing the student for employment, like any other survival skill, involves creating materials which focus on real life skills in context. In this lesson we have concentrated on only a handful of concepts which would prove useful to ESL students. Other possible topics include workplace safety, leaving a job, employment rights and responsibilities, etc. Once again, the student's needs and goals will dictate what the ESL tutor emphasizes. Regardless of the specific employment goal, the tutor should strive to provide the student with a better general understanding of how to find work and how to communicate on the job.

HAND IN HAND: SKILLS ACTIVITIES FOR TUTORS AND STUDENTS

FINAL NARRATIVE

Prepared for the
Pennsylvania Department of Education

August 29, 1994

by

Lutheran Children & Family Service
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ABSTRACT PAGE

Title: *Hand in Hand: Skills Activities for Tutors and Students*

Project No.: 98-4050 Funding: $14,829

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Purpose:
The purpose of *Hand in Hand: Skills Activities for Tutors and Students* was two-fold: 1) To develop and disseminate **Hand in Hand** to be incorporated into the ongoing training provided to volunteer tutors; 2) To provide structured support and training to tutors after the initial tutor match has been made, leading to an increase in tutor-student retention and overall satisfaction.

Procedures:
LCFS employed a variety of methods in producing **Hand in Hand**. These procedures included recruitment of experienced ESL instructors to contribute to the book, periodic meetings to discuss context and to review submissions, field testing of materials, internal and external evaluation of materials.

Summary of Findings:
LCFS determined that volunteer tutors, like low level ESL students, needed to gain more experience with methodology, concepts and techniques in order to use them creatively with ESL students. Specific tutor needs included the ability to determine the student's social language needs; establish learner-centered educational materials for students; and development of curricula.

Comments (Conclusions, Findings, Barriers, if any):
Although these conclusions have yet to be drawn, it was hoped that periodic, ongoing support and training would prove advantageous in increasing tutor-student retention and in the satisfaction of both tutor and student with the match. Also it was expected that tutors particularly could benefit from the ability to develop and implement their own educational materials with student based on the student's social language needs and goals. Ongoing training would be used to assist tutors in acquiring these skills.

Products (if applicable):
LCFS produced the following materials during the 1993-94 Program Year: 1) 200 copies of *Hand in Hand: Skills Activities for Tutors and Students*; 2) a Mid-Year Report; and 3) this Final Narrative and Abstract.

Descriptors (to be completed only by Bureau staff):

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INTRODUCTION

Lutheran Children & Family Service (LCFS) is a non-profit church related agency devoted to improving the lives of families and children. LCFS serves approximately 4500 clients a year, 4000 of whom are recent refugees and immigrants. Since 1990 LCFS has offered tutor training workshops for volunteers who wish to work with limited English speakers.

LCFS solicited and received a PA353 grant from the Pennsylvania Department of Education in 1992 to develop and disseminate a tutor training guidebook, **A Guide for the Volunteer Tutor**, for first time tutors of low level limited English speakers. The guidebook proved to be a great success; LCFS produced and distributed 200 copies to area literacy agencies. Several organizations, including Temple University and the Center for Literacy, requested additional copies of the resource.

In 1993 LCFS submitted a second PA353 grant proposal to PDE seeking funding for a second tutor training volume in order to provide ongoing training to volunteer tutors. The proposal was approved and led to the compilation of **Hand in Hand: Skills Activities for Students and Tutors.**

As with our first project, James Biles was chosen to serve as lead author and project coordinator; Harry Ringel agreed to provide editing assistance and technical evaluation. Written contributions were sought from LCFS instructors, Jonna Detweiler and Alison Roberts (who had contributed to the first book). In addition, the Delaware County Literacy Council and Delaware County Community

College were approached to determine if the would be willing to collaborate on the guidebook. As a direct result, Marcia Mendez of the Delco Literacy Council agreed to participate.

Written contributions were submitted quarterly beginning in October to Jim Biles. Chapters were forwarded to Harry Ringel for editing and technical review. Each draft was written at least two times before being accepted for publication in May 1993. Cover art from the initial guidebook was reused in the second book to convey continuity. **Hand in Hand** was printed, assembled and distributed in July and August 1994.

Copies of **Hand in Hand** and this Final narrative, as well as any additional information, may be obtained through the Pennsylvania Department of Education, Bureau of Adult Basic and Literacy Education, 333 Market Street, harrisburg, PA 17126 or the PA Department of Education Resource Center, AdvancE, at the same address listed above.

STATEMENT OF THE PROBLEM

Without structured support and continued training, many tutor-student matches fail to flourish and quickly dissolve.

Lutheran Children and Family Service has determined that ongoing training and support are especially critical and appropriate not only prior to tutor/student placement, but also during the initial four to six months after the match has been made.

In response to the need for continued support and training it was decided that LCFS needed to offer expanded resources to volunteer tutors. A proposal was prepared and submitted to the Pennsylvania Department of Education to compile a tutor training resource, **Hand in Hand**, which could be utilized by LCFS and other area agencies to provide volunteers with continuing support and training.

It is hoped that periodic training and structured support will lead to an increase in tutor-student retention and satisfaction, and, subsequently, a decrease in the number of failed tutor matches.

OBJECTIVES

The objectives of **Hand in Hand** were to:

1) Develop and disseminate a tutor development handbook to be incorporated into the periodic training provide to volunteer tutors; and

2) Provide tutors with more structured support and training after the initial tutor match has been made, leading to a subsequent increase in tutor-student retention and increased satisfaction of tutors and students.

PROCEDURES

The Project Coordinator met with the Technical Evaluator on a monthly basis to discuss possible subject material and appropriate topics. It was decided that each chapter of **Hand in Hand**, as opposed to the first volume, would consist of a specific learning strategy or concept comprising a variety of learner-centered teaching techniques which could form the core of a tutor training workshop. As such it was decided that each chapter should be from 15 to 20 pages in length and that 6 or 7 chapters would be appropriate.

Each contributing staff member was asked to submit two or three topics of interest and six final selections and an introduction were made from these submissions. Topics included: 1) pronunciation skills; 2) designing a survival skills unit of study; 3) using the interrogative; 4) using oral histories to promote literacy skills; 5) using the newspaper with ESL students; and 6)

preparing the student for employment. Initial drafts were requested in October and, subsequently, on at least a quarterly basis. Final drafts were received in May 1994; final editing, graphics, boxes and other layout work was done as needed.

RESULTS

The development and dissemination of **Hand in Hand** has furthered the sense of accomplishment among the contributors; it remains to be seen, however, if it will lead to an improvement in tutor-student retention and overall satisfaction.

LCFS now possesses a resource to provide periodic, ongoing training to volunteers who have been placed with limited English speakers. In addition, this resource will enable LCFS to provide at least six three-hour workshops on a quarterly basis. This ongoing training can be undertaken not only at LCFS, but at any other agency or site that wishes to provide ongoing training.

EVALUATION

LCFS provided for both internal and external evaluation of Hand in Hand. Internally, Mr. Harry Ringel provided technical assistance and served as an Internal Evaluator. Each chapter was reviewed by Mr. Ringel; any changes suggestions or technical advice were incorporated into the final project.

Externally, other professionals in the field of ESL education were consulted on their opinions regarding many areas of the guide. Once again, any suggestions or criticisms were addressed before final publication. As with our initial PA353 grant, much of the

material that ultimately comprised **Hand in Hand** was field tested in tutor training workshops and by individual instructors in their ESL classes.

DISSEMINATION

LCFS produced 200 copies of **Hand in Hand**. Many of these books will be used in conjunction with tutor training services provided through the agency. However, starting in August 1994, LCFS began mailing copies of **Hand in Hand** to agencies throughout the Commonwealth of Pennsylvania offering Adult basic Education, English as a Second Language and tutor training services.

LCFS will continue to distribute copies of **Hand in Hand** through September 1993. Any copies which remain undistributed will be sent to the Pennsylvania Department of Education Resource Center, AdvancE, in Harrisburg. Any agency requesting additional copies of the tutor training guidebook will be referred to the AdvancE Center.